

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

---

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

---

June 2022

## Management Functions as Correlates of Students' Satisfaction with Library Services in Public Secondary Schools in Imo State.

Ijeoma Ferdy Mbagwu Ph.D

*Imo State University, Owerri*, ijeomambagwu101@gmail.com

Adaora Joy Udo-Anyanwu Ph.D

*Imo State University, Owerri*, dradaudo@gmail.com

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>



Part of the [Library and Information Science Commons](#)

---

Mbagwu, Ijeoma Ferdy Ph.D and Udo-Anyanwu, Adaora Joy Ph.D, "Management Functions as Correlates of Students' Satisfaction with Library Services in Public Secondary Schools in Imo State." (2022). *Library Philosophy and Practice (e-journal)*. 7165.

<https://digitalcommons.unl.edu/libphilprac/7165>

**Management Functions as Correlates of Students' Satisfaction with Library  
Services in Public Secondary Schools in Imo State.**

**By**

**Ijeoma F. Mbagwu Ph.D<sup>1</sup> and Adaora J. Udo-Anyanwu Ph.D<sup>2</sup>**

**Department of Library and Information Science,**

**Imo State University Owerri, Imo State**

**[ijeomambagwu101@gmail.com](mailto:ijeomambagwu101@gmail.com)<sup>1</sup>; [mbagwu101@yahoo.co.uk](mailto:mbagwu101@yahoo.co.uk)<sup>1</sup>**

**[and dradaudo@gmail.com](mailto:dradaudo@gmail.com)<sup>2</sup>**

**Abstract**

This study examined management functions and students' satisfaction with library services in public secondary schools in Imo State Nigeria. The study was guided by 3 research questions and 3 hypotheses. The design of the study is a linear correlational design. The population of the study is 94,968. This is made up of 94,693 Senior Secondary School Students and 275 librarians from 275 public secondary schools in Imo State. The sample size for this study is 660 made up of 110 librarians and 550 SS2 students from 110 public secondary schools in Imo State. The sampling techniques used in this study are multi-stage, purposive, simple random and disproportionate sampling techniques. Two types of research instruments were used to collect data for this study namely; School Library Management Scale (SLMS) for school librarians and Students' Satisfaction with Library Services Scale (SSLSS) for Students. The data collected were analyzed using Pearson (r) for the research questions and t-test of significance of correlation for hypotheses. The major findings of the study showed that: there is a very low positive relationship between planning as a management function and students' satisfaction with library services. It was also established that there is a very low positive relationship between the organizing function and students' satisfaction with library services and there is a significant relationship between controlling and students' satisfaction with library services. Based on these findings, the study recommended that: there should be proper and adequate planning with the available library services because for any school library service to be effective and satisfy the needs of the students, it must be properly planned; Library services in secondary schools should be well organized in the aspect of cataloguing, classification, shelving as these will facilitate the use of library by students and ultimately improve their reading habits; Control measures should be put in place as activities should be carried out according to plans accomplished by comparing actual performance with predetermined standards with the view to correct any deviation.

**Keywords:** School library, Management, Planning, Organizing, Controlling, Satisfaction

## **Introduction**

School library acts as agent that helps students to discover and develop their special gifts and talents. It complement classroom instruction by exposing the students to a wide selection of books and other resources and providing users of the library with information on current issues through the use of display materials. That is why Akanwa and Mbagwu (2016) stated that school library is an important organ of the educational system, and without it no profitable or rewarding educational programme can go on in the school environment because all academic activities depend on the school library and its facilities. On the other hand, school library services are services offered in the school library by the library staff to students to assist them improve on their academic performance. These services range from exhibition and display of information reference, users education and orientation, lending services, reference services reservation services , current awareness services etc. Mbagwu (2017) opined that for any library staff to serve its clientele effectively and efficiently the five management functions of planning, organizing, staffing, supervising and controlling must be adequately applied to the management of school library.

Management is defined as the act of planning, controlling and coordinating human and material resources in other to achieve a desired goal. Sayeda, Rajendran and Lokachari (2014) defined management as the process of planning, organizing, directing, and controlling activities of an enterprise to achieve its set objective. A manager in the school library is expected to plan, organize, supervise, command, coordinate and control all the library activities in the school library. Therefore if school libraries must function effectively to satisfy the information needs of their users, the administration of these libraries must apply management functions. However, for the purpose of this study, only three management functions namely: planning, organizing and controlling was discussed.

Planning for the provision of library and information services must be done strategically, Yapa (2012) pointed out that planning is a systematic attempt to organize future performance as it affects people, money, materials and services in the light of specified constraints and time frame. For any library and information centre to be effective, they must be properly planned, and this involves a number of fundamental considerations such as goal setting, training of personnel, funding, provision of

accommodation, among others. Planning for the provision of library and information services must be done strategically. Again for effective satisfaction in the management of school libraries in secondary schools, there must be complete implementation of all plans.

There must be organization as a structure of a coordinated system, relationship and responsibilities. This function can be well described as departmentalizing jobs and delegating authority. There must be an organization as a structure of a coordinated system, relationships and task responsibilities. This will clearly state who does what and who reports to whom in school libraries. This function can therefore be described in terms of dividing tasks into jobs, departmentalizing jobs and delegating authority.

Controlling is the aspect of management function that emphasizes that library activities are performed according to plan, by matching actual performance with pre-determined standards or objectives and taking actions to correct any deviation from original plan (Mbagwu, 2017). All these rely on the fact that student's satisfaction with library services centers on these management functions planning, organizing, supervising, controlling, staff and the implementation of all the necessary standards by the managers of secondary school libraries.

The satisfaction of students through the availability of library services by management of the school library should emphasize among others, creative problem solving skills, good communication, conflict management ability, good negotiation and self-awareness and improvement. If school libraries must function effectively to satisfy their clientele, the administration of these libraries must apply managerial functions. This is the crux of this study.

### **Statement of the Problem**

Secondary school library as a centre of every educational programme needs to be well managed to achieve its objectives. Physical observations of these school libraries revealed that they are faced with problems of inadequate information resources, lack of professional librarians, poor library infrastructures, absence of staff development programmes and absence of standards for school library services. All these problems constitute ineffective library services to the users. The reason for this situation is seems to be attributed to management of these libraries in terms of planning, organization and

controlling among others. The researchers are of the view that these management functions may have not been properly applied for effective library services geared towards users' satisfaction. Hence the question is, what is the relationship between these management functions and students' satisfaction with available library services in public secondary schools in Imo State? The answer to this question is the focus of this research.

### **Objectives of the Study**

This research examined management functions and students' satisfaction with library services in public secondary schools in Imo State Nigeria. Specifically, the study aimed to determine the following:

1. The relationship between planning and students' satisfaction with library services.
2. The relationship between organizing and students' satisfaction with library services.
3. The relationship between controlling and students' satisfaction with library services.

### **Research Hypotheses**

The following hypotheses stated in the null form were formulated and tested at 0.05 level of significance.

1. There is no significant relationship between planning of school library services and students satisfaction.
2. There is no significant relationship between organizing of school library services and students satisfaction.
3. There is no significant relationship controlling of school library services and students satisfaction.

### **Literature Review**

School library is a school's physical and digital learning space where reading, inquiry, research thinking, imagination, and creativity are central to student's information-to-knowledge journey and to their personal, social and cultural growth. Adetoun, Kolawale and Ajibola (2011) stated that school libraries are established to support the educational curriculum of schools which could only be achieved through various means such as the provision of relevant library resources, which are relevant to the school curricula and provision of various information services ranging from technical

to readers' services. Kachel and Lance (2013) opined that this physical and digital place is known by many terms like school media center, center for documentation and information, library resources centers, etc. The school library is a media resource center where the provision of book, non-book and electronic resources are essential to the services provided.

Writing on library services, Akanwa and Mbagwu (2016) pointed out that they are all the services provided for users in the library for maximum operational performance. These include book service, audio-visual service, reference service, lending service, referral service, information and communication service, and extension (activities) services. Buttressing this, Vandi and Anijih (2016) stated that the school library media center should provide services that support the educational programme of the school and also develop in the pupils/students the habit of reading both for pleasure and for gathering of useful information for their overall development. He believed that schools can achieve these by having a well-stocked/adequate balanced and well-organized collection of books and non-book media that are easily accessible for teachers and students use. Effective school library services for the successful implementation of students' satisfaction hinges on facilities that support library services, materials, personnel and space.

The satisfaction of the library users is dependent on the effective management of the library. Sayeda, Rajandran and Lokachari (2014) defined management as the process of planning, organizing, directing and controlling the activities of an enterprise to achieve the set objectives. Umar (2013) opined that management activities are essential in every existing organization or institution. In school libraries, management is a necessity to enhance success and promote better academic performance at school level. Hence, management of the library is a process by which the elements of a group are integrated, coordinated and utilized so as to effectively and efficiently achieve the organizational goals.

Planning is very crucial in the management of organization because other components of management depend on it. Planning is required in school libraries to ensure that the overall objectives of the school are given attention. Both the services and collection development of school libraries need to be properly planned through adequate decision on library materials. Kasimu (2011) planning is a process of mapping out in

advance pattern of action which, when implemented could lead to the attainment of the goals of an organization. Nwankwo, Akanwa and Okorie (2022) carried out a study on management of school libraries and utilization of library resources by secondary school students in Rivers State and discovered that planning correlates significantly with students' use of library resources.

Organization of information is a way of arranging information resources to maintain easy access to them. It ensures that information resources and services are available and provided for the comfort of the users. According to Akanwa (2010) the organizing function is a very important management function and has a broad spectrum of activities which include, departmentalizing the organization, delegation of authority, assignment of task to individuals, opening channel of communications, to determine who report to who, selection of services and organization of library information resources which entails, accessioning, cataloguing, classification, shelving and weeding.

Controlling is the process of measuring progress towards planned performance and applying corrective measures to ensure that performance is in line with the manager's objectives. Natarajan in Akanwa (2017) stated that controlling is the process of ensuring that organizational activities are carried out according to plan accomplished by comparing actual performance with predetermined standards and then taking action to correct any deviation. The author opined that the control process has four major steps namely: setting performance standards, measuring performance, comparing performance with the standards and taking corrective action. It detects and corrects significant variations or discrepancies in the results obtained for planned activities. Although some managers do not want to admit it but mistakes will always occur and cause unwanted deviations from intended goals. Libraries use control system to minimize such problems. Akanwa's (2010) research report revealed that controlling significantly influenced the provision of library services to children in public libraries. It can therefore be inferred that the library staff usually control library services, even though in some cases inadvertently.

Meeting the information needs of users require the provision of the actual information resources and services that will satisfy their needs. Of great importance to

any user of the library is the satisfaction of his information needs. Satisfaction is the state that results after a library user has favourably or positively experienced a service product. In recent times, evaluating users' satisfaction with the information resources, facilities and services has become a major concern and an integral part of library and information science practitioners. According to Joy and Idowu (2014), the satisfaction derived by users greatly influences the utilization of the services and resources provided by the library. They state further that user satisfaction is a concept that includes how good users feel after visiting and using the library, their likeness to return back to that library any time an information need arises. Thus, the availability of resources can have a significant influence on user satisfaction. Mbagwu (2017) in her study discovered that respondents are satisfied with library collection and services. It is important to note however, that the quality of resources may be judged from an overall perception as to whether the library can provide access to materials when and where needed. It is this overall perception of a library's resources that contributes to user satisfaction.

### **Research Methodology**

The correlational research design was used for this study. The population of the study is 94,968. The sample size for the study is 660, which comprised 110 librarians and 550 SS2 students from 110 public secondary schools in Imo State. The researchers constructed two different types of rating scales for data collection for this study; one was on users' satisfaction while the other was on management functions. The four-point scale was rated as Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) weighted as 4, 3, 2, and 1 points respectively for items on Management Functions Scale while Very Satisfied (VS), Satisfied (S), Fairly Satisfied (FS) and Not Satisfied (NS) weighted as 4, 3, 2, and 1 points respectively were used for the Students' Satisfaction Scale. Data collected through the rating scales were analyzed using descriptive statistic i.e. Pearson Product Moment Correlation Coefficient (PPMCC). The hypotheses were tested using t-test of significance of correlation.



## Data Analyses and Presentation

**Research Question One:** What is the relationship between planning and students' satisfaction with library services?

**H<sub>01</sub>:** There is no significant relationship between planning and students' satisfaction with library services in secondary schools in Imo State.

**Table 1: Correlation Coefficient between Planning and Students' Satisfaction with Library Services**

Variables	N	$\Sigma$	R	r <sup>2</sup>	df	t <sub>cal</sub>	t <sub>tab</sub>	Decision
SS	110	2598	0.18	0.03	108	1.93	1.96	Very Low
				(3%)				Relationship
P	110	2167						Retain H <sub>0</sub>

SS = Students' Satisfaction , P = Planning

Table 1 shows the correlation coefficient of the relationship between planning and students' satisfaction with library services. The result of the analysis indicates that whereas the correlation coefficient is 0.18, the coefficient of determination is 0.03. The index of 0.18 shows that there is a very low positive relationship between planning and students' satisfaction with library services. Also the coefficient of determination of 0.03 implies that 3% of the total variation in students' satisfaction with library services could be attributed to planning. Nevertheless, the fact that the correlation was positive also means that, as planning increases, students' satisfaction with library services increases as well by 3%. The conclusion is that there is a very low positive relationship between planning and students' satisfaction with library services.

The table further shows the summary of t-test significance of correlation between planning and students' satisfaction with library services in secondary schools in Imo State. The table indicated that the hypothesis is retained. This is because, with the degree of freedom of 108, Pearson r of 0.18, the t-cal of 1.93 is less than the t-tab of 1.96 at 0.05 level of significance. This implies that there is no significant relationship between planning and students' satisfaction with library services in secondary schools in Imo State.

**Research Question Two:** What is the relationship between organizing and students' satisfaction with library services?

**H<sub>02</sub>:** There is no significant relationship between organizing and students' satisfaction with library services in secondary schools in Imo State.

**Table 2: Correlation Coefficient between Organizing and Students' Satisfaction with Library Services**

Variables	N	$\Sigma$	R	r <sup>2</sup>	df	t <sub>cal</sub>	t <sub>tab</sub>	Decision
SS	110	2598	0.07	0.005	108	1.68	1.96	Very Low
				(0.5%)				Relationship
O	110	1946						Retain H <sub>0</sub>

SS = Students' Satisfaction, O = Organizing

Table 2 shows the correlation coefficient between organizing and students' satisfaction with library services. The result of the analysis indicates that whereas the correlation coefficient is 0.07, the coefficient of determination is 0.005. The index of 0.07 shows that there is a very low positive relationship between organizing and students' satisfaction with library services. Also the coefficient of determination of 0.005 implies that 0.5% of the total variation in students' satisfaction with library services could be attributed to organizing. Nevertheless, for the fact that the correlation was positive it means that, as organizing increases students' satisfaction with library services increases as well by 0.5%. The conclusion is that there is a very low positive relationship between organizing and students' satisfaction with library services.

The table further shows the summary of t-test significance of correlation between organizing and students' satisfaction with library services in secondary schools in Imo State. The table indicated that the hypothesis is retained. This is because, with the degree of freedom of 108, Pearson r of 0.07, the t-cal of 1. is less than the t-tab of 1.68 at 0.05 level of significance. This implies that there is no significant relationship between organizing and students' satisfaction with library services in secondary schools in Imo State.

**Research Question Three:** What is the relationship between controlling and students' satisfaction with library services?

**H<sub>03</sub>:** There is no significant relationship between controlling and students' satisfaction with library services in secondary schools in Imo State.

**Table 3: Correlation Coefficient between Controlling and Students' Satisfaction with Library Services**

Variables	N	$\Sigma$	R	r <sup>2</sup>	df	t <sub>cal</sub>	t <sub>tab</sub>	Decision
SS	110	2598	0.21	0.04	108	2.23	1.96	Very Low
				(5%)				Relationship
C	110	2058						Do not Retain H <sub>0</sub>

SS = Students' Satisfaction, C = Controlling

Table 3 shows the correlation coefficient between controlling and students' satisfaction with library services. The result of the analysis indicated that n is 110 while the correlation coefficient is 0.21, the coefficient of determination is 0.04. The index of 0.21 shows that there is a low positive relationship between controlling and students' satisfaction with library services. Also the coefficient of determination of 0.04 implies that 4% of the total variation in students' satisfaction with library services could be attributed to controlling. Nevertheless, the fact that the correlation was positive it also means that, as controlling increases students' satisfaction with library services increases as well by 4%. The conclusion is that there is a low positive relationship between controlling and students' satisfaction with library services.

The table also shows the summary of t-test significance of correlation between controlling and students' satisfaction with library services in secondary schools in Imo State. The table indicates that the hypothesis is not retained. This is because, with the degree of freedom of 108, Pearson r of 0.21, the t-cal of 2.23 is greater than the t-tab of 1.96 at 0.05 level of significance. This implies that there is a significant relationship between controlling and students' satisfaction with library services in secondary schools in Imo State.

## **Discussion of Findings**

### **Relationship between Planning and Students' Satisfaction with Library Services**

It was found in this study that there is a very low positive relationship between planning and students' satisfaction with library services. Hypothesis testing proved that there is no significant relationship between planning and students' satisfaction with library services provided. This result implies that the planning function is not effective in the management of school libraries in Imo State thereby affecting the library services rendered. This fact does not corroborates with that of Nwankwo, Akanwa and Okorie (2022) who in their study discovered that planning correlates significantly with students' use of library resources. Under-planning, inadequate funding, absence of written statement of objectives, inadequate accommodation and insufficient library services are recorded as the problems facing these libraries. These school libraries do not have adequate library resources due to poor funding and because of these problems, students ignore them. This finding is in consonance with Adeyemi's (2010) research report that the level of development of school libraries in Ekiti State was low, while the condition of the school libraries was very poor.

### **Relationship between Organizing and Students' Satisfaction with Library Services**

It was also revealed in this study that there is a very low positive relationship between organizing and students' satisfaction with library services. Hypothesis testing also proved that there is no significant relationship between organizing and students' satisfaction with library services. This result is in agreement with Akanwa's (2010) study which revealed that the organizing function is a very important management function and has a broad spectrum of activities which include, departmentalizing of the organization, delegation of authority, assignment of task to individuals, opening channels of communication to determine who reports to who, selection of services, and organization of library information resources, which entails accessioning, cataloguing, classifications, shelving and weeding. Furthermore, her research work supported this assertion by stipulating that a good organizational structure provides for efficient work and communication between departments, and individuals within the library and the users of the library. From the ongoing, it could be deduced that well organized school library services lead to students satisfaction with services provided.

## **Relationship between Controlling and Students' Satisfaction with Library Services**

It was also revealed in this study that there is a low positive relationship between controlling and students' satisfaction with library services. The hypothesis testing showed that there is a significant relationship between controlling and students' satisfaction with library service. The result shows that of all the five management functions, only controlling has a remarkable influence on students' satisfaction with library services. This means that the staff of the school library practice controlling. This finding is in consonance with Akanwa's (2010) research report who stated in her study that controlling significantly influenced the provision of library services to children in public libraries. It can therefore be inferred that the library staff usually control library services, even though in some cases inadvertently. In this regard, Natarajan in Akanwa (2017) states that, controlling is the process of ensuring that organizational activities are carried out according to plan accomplished by comparing actual performance with predetermined standards and thus taking action to correct any deviation.

### **Conclusion**

The school library has been discovered to be one of the libraries that is underdeveloped in Nigeria. This could be attributed to the fact that management functions such as planning, organizing and controlling have not been adequately applied in school library services. There is therefore need to put all these management functions into play if school libraries should have the rightful places in the education of students.

### **Recommendations**

In line with the results of this study, the researchers recommend as follows:

1. There should be proper and adequate planning of the available library services because for any school library service to be effective and satisfy the needs of the students, it must be properly planned.
2. Library services in secondary schools should be well organized in the aspect of cataloguing, classification, shelving as these will facilitate the use of library by students and ultimately improve their reading habit.
3. Control measures should be put in place as activities should be carried out according to plans accomplished by comparing actual performance with predetermined standards with the view to correct any deviation.

## REFERENCES

- Adetoun, S., Kolawole, A.A. & Ajibola, G. (2011). An evaluation of universal basic education board (SUBED) Libraries in selected State in South-West Nigeria. *Library Philosophy and Practice*. Retrieved from <http://unl.edu/liphilprac>.
- Akanwa, P. C. (2010). *Management variables and the provision of library services to children in public libraries of Eastern of Nigerian*. (Ph.D dissertation submitted to the Department of Library and Information Science, Imo State University, Owerri).
- Akanwa, P. C. (2017). The five functions of the management process. In Akanwa, P. C. (ed.) *Library management: Theory and application* (49-65). Owerri: Supreme Publishers.
- Akanwa, P. C. & Mbagwu, I. F. (2016). School library services and students' satisfaction in the school library of Federal Girls' Government College, Owerri. *International Journal of Information and Communication Technology (ICT)*, 13(1), 215-225.
- Joy, I. I., & Idowu, A. (2014). Utilization and user satisfaction of public library services in South-West Nigeria in the 21st century: A survey. *International Journal of Library Science*, 3(1), 1-6. DOI:10.5923/j.library.20140301.01
- Lance, K. U. & Kachel, D. E. (2018). Why school librarians matter: what years of research tell us. *Phil Delta Kappan*, 99(7), 15-20.
- Mbagwu, I. F. (2017). *Management functions and students satisfaction with library services n public secondary schools in Imo State*. (Ph.D dissertation submitted to the Department of Library and Information Science, Imo State University, Owerri)
- Nwankwo, F., Akanwa, P.C. & Okorie, O.N. (2022). Management of school libraries and utilization of library resources by secondary school students in Rivers State. *Library Philosophy and Practice* (e-journal), 6818. <https://digitalcommons.unl.edu/liphilprac/6818>
- Sayeda, B., Rajendran, C. & Lokachari, P. S. (2014). An empirical study of total quality management in engineering educational institutions of India .Perspective of management benchmarking. *An International Journal of Management*, 17(5), 728-769.
- Umar, B.F. (2013). Managing school library services for effective academic performance and customer services in Nigeria: *An international Journal of Information and Communication Technology (ICT)* 10(1):123-134.
- Vandi, I. & Anijih, H. (2016) Evaluative study of collections and services of selected school libraries in Borno State, Nigeria. *Journal of Information and Knowledge Management*, 7(2), 92-103.
- Yapa, S. (2012). Total quality management in Sri Lankan services organizations. *The TQM Journal*, 24(6), 505-517.