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Availability and Utilization of School Library Resources in Selected Secondary Schools in Makurdi Metropolis

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AVAILABILITY AND UTILIZATION OF SCHOOL LIBRARY RESOURCES IN SELECTED SECONDARY SCHOOLS IN MAKURDI METROPOLIS

BY

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ABSTRACT

A survey research was conducted in Makurdi metropolis to find out the availability and utilization of school library resources in selected secondary schools, [stratified random sampling technique was used for the selection of the sample from all the secondary schools in Makurdi Metropolis. A sample of 399 secondary school students was selected from a population of 4124 using Taro-yamene formula. From 12 secondary schools. Five research objectives were formulated and five research questions were asked to guide the study. Two instrument for data collection were used. The research questions were answered using percentage frequencies and means. The main finding indicates that textbooks, newspapers, novels and magazines were the common library resources found in the school libraries. Also the students use the two library resources for the purpose of information, study and educational values. The study found that the library resources are grossly inadequate especially electronic gadgets that aid information and learning in schools in this modern age of technology. It is recommended that school management should fund library adequately so as to purchase resources and train the library staff professionally to carry out their tasks of dissemination of information to user community.

KEYWORD: Availability, Accessibility, School library, School Library Resources

1.1 Background of the Study

Successful education system depends exhaustively on the availability, accessibility and utilization of information resources. In this regard, school libraries are providing knowledge

and information resources for teachings, learning and research. The school library is an important aspect of the secondary school education system which support education in general. It plays an important role in the teaching and learning process. It can be regarded as the academic nerve center of the school. School libraries are necessary in every secondary school setting, this is because its collections when applied in teaching makes learning easier and understandable to students.

According to Ochogwu (2010), library is defined as professionally organized collection of graphic and non-graphic materials for exploitation. Many users of the library see it as a place where books and other materials are kept and made available for use. Generally, a library can be defined as an institution responsible for the acquisition, organization and storage of recorded knowledge in various media for study, research and consultation. Contemporary libraries maintain collections that include not only printed materials such as manuscripts, books, newspapers, magazines, journals government documents, abstracts indexes and grey literature such as projects, but also art reproductions, films, sound and video recordings, maps. Photographs, microfiches, CD-ROMs computer software, online resources such as databases e-journals, e-books and other media. Libraries provide people with access to the information they need to work, play, learn and govern. Because no single library can contain the information sought by every potential user, different types of libraries exist to serve different users.

The library as described by Islam (2004) is a learning institution equipped with treasures of knowledge, maintained, organized and managed by trained personnel to educate the children, men and women continuously and assist in their self-improvement through an effective and prompt dissemination of information embodied in the resources. According to the author, this is an instrument of self-education, a means of knowledge and factual information, a center of intellectual recreation and a beacon of enlightenment that provides accumulated preserved knowledge of civilization which consequently enriches one's mental vision and dignifies his habit, behavior, character, taste, attitude, conduct and outlook on life.

Libraries fall in several categories which includes National, public, academic, school, special and private libraries. Each type of library develops its mission statement, collections, services and facilities to satisfy the needs of its particular clientele.

However, this research will focus mainly on school libraries as it most concerns the present study. School libraries are libraries that are set up in nursery, primary and secondary school to cater for the teaching and learning needs of the pupils, student and their teachers. They provide printed and non-printed materials to facilitate learning. (Shidi, Aju and Ashaver in Aju and Karim, 2014). School libraries in the educational institution s such as pre-primary, primary and secondary schools are important to the life wire and foundational up-bringing of children. This is because they primary stock materials that are of interest and developmental growth for young teenagers and youths of the era (Rasaq, 2000; Edeghere, 2001). School libraries are known as learning laboratory for the school. They provide the total learning package required by the students and their teachers. They exist to provide a range of learning opportunities for both large and small groups as well as individuals with a focus on intellectual content, information literacy and the learner (Morris, 2004).

Dike (2000) sees school library as a learning laboratory per excellence where learners find the world of knowledge, interact directly with resources, acquire information and develop research skill for lifelong learning. The objectives of the school library are to serve the schools need and to make possible the purpose and methods of education which the school undertakes. The school library enables the students to look into new ways of learning and with its resources can play a role that aims at new ambitions education result which would be impossible if learning were restricted to the use of direct teaching and textbooks alone without the use of other school library resources.

School library resources refer to the equipment and other instructional and study materials in the school library meant for teaching and learning. School library facilities also serve as instructional materials for teaching/learning. Arua and Chinaka (2011) state that school library information facilities are seen as all inputs which are utilized in the library in order to provide good learning environment for students and teachers so as to achieve educational goals. The school library in addition to doing the vital work of individual reading, guidance and development of school curriculum, it serves the school as a center for instructional materials. Instructional materials include books, the literature for children, young people and adults, other printed materials, films, recordings and other latest media developed to aid learning. The function of an instructional material center is to locate, gather, provide and co-ordinate schools materials for learning and the equipment required for use of these materials.

Also, Robin (2005) confirmed that any high school without an efficient and effective library is comparable to a car without engine. Motivation in view of the above, issues that have to do with educational standards cannot be properly addressed in isolation of the school library.

Availability of library resources in the context of this study means the presence of information or reading materials that can be easily obtained or used by the readers. Availability of library resources according to Aguolu & Aguolu (2002) refers to the physical presence of information resources within the library. Such resources according to the author include books, journals, dictionaries, encyclopedia, internet facilities, dissertations, audio visual materials and government documents.

Availability of library facilities is ensuring their presence in the Nigerian school libraries for immediate use (Abubakar & Terna, 2007). Availability of library resources means something that can be easily obtained or seen and used. For any school library to flourish in any society, the economy must be sufficiently vibrant and the government must commit funds to its development (Aguolu & Aguolu, 2002). The author further explained that school libraries can help in the development of the secondary education system. Since the task of the library is that of collecting, sorting and organizing books and making them available to students, it implies that availability of books is clearly central to information provision in secondary school libraries and it can be used as a measure of library performance (Popoola, 2001). According to Fabayo cited by Ugwuanyi, 2007, availability of library resources gives secondary school students confidence in carrying out their assignments. This means that its adequacy in quantity and quality promotes learning activities.

Utilization is the act of making use of certain things for a purpose. It is also seen as making use of library facilities for the purpose of attaining educational goals. Utilization of library facilities such as books, journals, research works by students. These library facilities are the materials needed in the library to facilitate learning. In line with this view, Prout (2009) states that the use of library facilities, stimulates interest, excitement and instills confidence in the user to develop his potentials and capabilities both academically and socially. The more accessible the resources are, the more likely they are to be used.

This is because readers like to use library facilities that require the least efforts to be accessed (Ugali, 2007). The author further explains that the use of school library is dependent on the availability of the school library facilities.

According to Ugah (2008), utilization of library resources stimulates excitement and instills confidence in the users to develop their talents, potentials and capabilities both academically and socially. Oyediran (2004) stated that the use of school libraries depends on the availability, accessibility and the utilization of the users desired information source. The initiatives as well as competence to conduct viable school research for the purpose of solving any kind of problem may be inhibited as a result of failure to use the school library facilities (Braimol, 2000).

Secondary school is the stage of education following primary school. It is generally the final stage of compulsory education. Webster (2003) sees secondary school as a school intermediate between elementary school and college usually offering general technical, vocational or college-preparatory course, while Collins and Martins (2003) refers to it as a school for young people, usually between the ages of eleven and eighteen. As a result of the deregulation in Nigerian education, the system of secondary education has two main interest groups; public secondary school education and private secondary school education. Public schools are those schools controlled neither by individuals nor by private interest or agencies but those who represent the society as a whole. In other words, public schools are those schools which are supported and controlled by the government of the state or nation. Private schools on the other hand are those schools that are not administered by local, state or national government which retain the right to select their student body and are funded in whole or part by charging their students tuition fee rather than with public funds. Schools established by the missionaries, individuals and voluntary organizations belong to this group.

Bernard & Frankwell (2014) report that the most frequently used library information sources by secondary school students are only books and novels. Moreover, other library information resources such as atlas and maps, dictionaries, novels, audio visuals and poetry were not accessible by students hence those sources were not satisfactory to meet their information needs. They further revealed that secondary school students face many constraints in using school library including lack of current and up to date reading materials, restricted reading hours, lack of sitting facilities and lack of informational professional/librarian for processing materials. They concluded that for effective use of school library by the secondary school students, there is need for current and adequate school library information resources, provision of accommodation facilities, and provision of professional school librarians to manage libraries and conducive reading environment as well as adequate provision of fund is

necessary for the provision of current and up to date information resources and also for the employment of qualified and trained teacher librarian.

Chidaka (2017) in his investigation on utilization of school library resources in teaching in secondary schools assert that most of the relevant materials were not available in all the schools. Some problems such as lack of convenient accommodation, lack of funds, lack of reading tables and chairs, non-involvement of library staff in collection development, lack of qualified librarians were among the challenges facing school libraries. He further recommended the need to increase full allocation of the school libraries, the state branch of Nigerian Library Association (NLA) should organize development and training courses for school librarians and media specialists to enhance their efficiency in the running of the school libraries; the Post Primary School Board (PPSB) should see to it that every secondary school established should have a library, new books and other educational resource materials should be provided including audio-visual equipment, principals of various schools should encourage both teachers and students to maximize the use of few resources at their disposal, among others.

The National Policy on Education however, stipulated certain goals for secondary education be it public or private schools. Some of these goals are: (1) to offer diversified curriculum to cater for the differences in talents. Opportunities and future roles (2) to provide all primary school leavers with the opportunities for education of a higher level, irrespective of sex, social status, religious or ethnic background. Based on the relevance of the library as pointed out by the National Policy on education, it is difficult to believe that secondary schools are established without functional libraries. This means that to have a non-functional library is as good as not having a library. These burning issues has been addressed in this work with view to contributing to the improvement of educational standards by making available library resources and evaluating the extent of their utilization in the various school libraries in selected secondary schools in Makurdi metropolis.

1.2 Statement of the Problem

The library is a repository of knowledge which helps secondary school teachers to achieve the objectives of producing students that are well informed and are prepared for life-long education. The whole range of information resources are necessary to enable the school library fulfill its function which include, help children develop the habit of reading, increase the reading skills and learning habits of pupils. Library facilities contains information in both print and non-print formats such as textbooks, journals, indexes, newspapers and magazines, reports, internet, video tapes, diskettes. Connoway and Laurence (2003) emphasized that the unavailability of school resources such as library resources negatively affect staff and student's motivation and learning. Maram and Ogun (2002) confirms that the high unavailability of library resources in most school libraries have negative effect on the use of library resources in the schools. In other instances, the facilities may be available in the library but users may not be able to use them because of non-accessibility of these resources (Aguolu & Aguolu, 2002). It must be stated that in many developing countries like Nigeria, there are very few school libraries and the information resources in those that exist are usually scanty. The researcher discovered that the problem of poor performance, bad research

habits, poor reading skills and learning habits are more pronounced in schools with ill-equipped library, restricted reading hours and the satisfaction of information needs of library materials, hence it becomes necessary to find out the availability and utilization of school library resources in selected secondary schools in Makurdi metropolis.

Also one of the major problems in the area of study is the lack of provision of school libraries in our elementary schools especially government owned schools, where they are present, they are ill-equipped and are not well managed. They are mostly bookstores which are seldom opened to students for use. It is against the background that this study investigates the availability and utilization of school library resources in the selected secondary schools.

1.3   Objectives of the Study

The objectives of this study are to determine the availability and utilization of school library resources in selected secondary schools in Makurdi metropolis. The specific objectives include:

1. Identify the school library resources available in selected secondary schools in Makurdi metropolis.
2. Find out how often students utilize available school library resources in selected secondary schools in Makurdi metropolis.
3. To ascertain the purpose of students' utilization of school library resources in selected secondary schools in Makurdi metropolis.
4. To investigate the problems that hinder the effective utilization of school library resources in selected secondary schools in Makurdi metropolis.
5. To determine strategies that could be adopted to improve the utilization of school library resources in selected secondary schools in Makurdi metropolis.

1.4   Research Questions

The following questions provided a guide for this study.

1. What are the school library resources available in selected secondary schools in Makurdi metropolis?

2. How often do students utilize the available library resources in selected secondary schools in Makurdi metropolis?
3. What are the purpose for students' utilization of school library resources in selected secondary schools in Makurdi Metropolis?
4. What are the problems that hinders the effective utilization of school library resources in selected secondary schools in Makurdi metropolis?
5. What strategies could be adopted to improve the use of library resources by students in selected secondary schools in Makurdi metropolis?

1.6   Scope of the Study

This study focuses on the availability and utilization of school library resources in selected secondary schools in Makurdi metropolis. The study investigates the availability or resources in selected secondary schools, the utilization of the school library resources by

students in the selected secondary schools, the purpose for students utilization of school library resources in selected secondary schools, the problem faced by students in the utilization of library resources by students in the selected secondary schools and the strategies that could be adopted to improve and enhance the use of library resources by students in the selected secondary schools in Makurdi metropolis. The study is restricted to a sampled population of students in selected public and private secondary schools in Makurdi metropolis.

2.0   LITERATURE REVIEW

The literature review looked studies that are relevant to this study. It is presented under the following sub-headings:

2.1   Conceptual Framework

2.2   Review of Related Empirical Studies

2.3   Summary of the Reviewed Literature

2.1   Conceptual Framework

2.1.1   Concept of Library

The library as described by Islam (2004) is a learning institution equipped with treasures of knowledge, maintained, organized and managed by trained personnel to educate the children, men and women continuously and assist in their self-improvement through an effective and prompt dissemination of information embodied in the resources. According to the author, this is an instrument of self-education, a means of knowledge and factual information, a center of intellectual recreation and a beacon of enlightenment that provides accumulated preserved knowledge of civilization which consequently enriches one's mental vision and dignifies his habit, behavior, character, taste, attitude, conduct and outlook on life.

The international federation of library association (2001) observed that libraries are organizations established, supported and funded by the government either through local, regional or national government or through some other forms of community organization. IFLA further explained that library provides access through a range of resources and services and it is equally available to all members of the community regardless of race, nation, age, gender, religion, language, disability, economic and employment status and educational attainment.

According to Ochogwu (2010), library is defined as professionally organized collection of graphic and non-graphic materials for exploitation. It is generally seen as an institution responsible for the acquisition, organization and storage of recorded knowledge in various media for study, research and consultation. Contemporary libraries maintain collections that include not only printed materials such as manuscript, books, newspapers, magazines etc., but also art reproductions, films, sound and video recordings, maps, e-journals, e-box and other media. Libraries provide people with access to the information they need to work, play, learn and govern.

2.1.2   Concept of School Libraries

According to Imeremba (2000), a school library is an organized collection of books and other learning materials placed in a school for use by teachers and pupils. There are libraries located in primary schools, secondary schools and teachers training colleges. Imeremba (2000) went on to say the first official move towards the development of school library services in Nigeria came in 1967 with the appointment of a UNESCO school library adviser in the person of H.V bonny. His duty was to advice the federal government on the setting of school library service. In order words, from 1964, a federal school library services were in operation sponsored by UNESCO, which provided the textbooks, while the federal government paid the personnel. As a result, school libraries were organized in a number of schools in Lagos. Shortly afterwards, a "centralized school library service" to serve all secondary schools and teachers training colleges in Lagos was set up.

Aguolu and Aguolu (2002), noted that by school libraries, one is specifically referring those libraries established as integral part of primary and secondary schools, with the objective of providing the instructional materials to enrich the curriculum, to supplement textbooks and classrooms instruction and to give students unlimited opportunity for learning. A school library is an integral part of the school. An excellent educational program cannot be developed without the support of a well-stocked library. The value of books in the life of a child has thus been highlighted by the international federation of library associations committee on library work with children cited by Aguolu and Aguolu (2002), that books are essential in the life and development of a child.

They are stimulus to his intelligence and imaginations, an incentive to independent thinking and a source of information and enjoinment. It is in childhood that the use of books should be learnt. Continuing, Aguolu and Aguolu (2002) noted that, effective library services rest upon its ability to maximize the satisfaction of its users need while maximizing the time spent on obtaining the requested information.

Aina (2004) defined school library as libraries attached to the primary and secondary school to supplement teaching and learning of school children. School library caters for children who are eager to read and also for backward children who read with difficulty and who require visual aids and all kinds of incentives to study. It contains such materials as books, magazines, periodicals diagrams, newspapers, photographs etc.

Today many school libraries have transformed into school library resources centers, because of a variety of its collection, a school library is sometimes called a media resource center.

Hall in Aina (2004) observed that the school library as a resource center is expected to provide.

a.   Information and faster their professional development.
b.   Learning laboratory that provides opportunities for pupils to develop information skills and commitment to informal decision making.
c.   Learning laboratory that links learning and resources for learning.

d. Opportunities for pupils to become self-directed learners and develop a commitment to lifelong learning.

Popoola and Haliso (2009) noted that, the ultimate criteria for assessing the quality of a school library service is its capacity for meeting the user's needs and that the value of service is the beneficial effects accruing from its users viewed by the funders. From these definitions, one thing is common, that is, it is located in the primary or secondary schools. The major aim is to support teaching and learning. The resources are such that will enable them develop reading skills. This is to say, for teaching and learning to effectively take place in schools, there should be a school library.

The objectives of school libraries in educational development Imeremba (2002) identified the objectives of school libraries as first, to support the learning programs of the school. Secondly, to further the general intellectual development of the pupils and thirdly to help the pupils to develop skills in the use of books and libraries. Adefarati (2002) noted the objectives of the school library as follows:

1. To encourage the development of skills in reading
2. To promotes reading habits and literacy appreciation
3. To sort for subject information center and support the school curriculum
4. To inculcate intellectual development.

The fundamental role of the school library is educational, it should not be operated as a mere store house of books attached to a reading room, but as dynamic instrument of education. The objectives of school library according to Aina (2004) includes the following:

1. To help children and the young people to develop abilities and habits of purposefully using books and libraries in attaining the goals of living.
2. To carry out the purpose of sharing in the whole school program and of encouraging the effective use of books and libraries by providing audio visual services to individuals and library experience.
3. To serve as a symbol for truthful expression of man's knowledge and experience. That is, it should help the children and young people to be creative, informed and knowledgeable.
4. To introduce children and young people to the wonderful world of imaginative literature, through storytelling, books, talks and reader's guidance.
5. To serve as instructional laboratories for learning and to provide books and other materials of pressure and information.

According to Ezinwa in Ajebomogun and Salaam (2011), the objectives of the school libraries is to acquire, process and make available to pupils and students, a wide range of books and audiovisual (A/V) materials to supplement and enrich the teaching, learning situation in schools.

There are two types of school library that are available. They are the primary school library and secondary school library while the primary school library is a library that is set up in a nursery or primary school to cater for the teaching and learning needs of the pupils and their teachers, the secondary school library is a dedicated facility located in the secondary

schools and administered by the school that provides at least the following; an organized, circulating collection of printed and/or audiovisual and/or computer-based resources or a combination thereof.

2.1.3 Concept of Library Resources

Information required by users appears in a variety of formats such as books, maps compact disc etc. these formats are collectively called library resources.

The ranges of information carriers or library resources normally acquired by libraries include books, manuscripts, serials, cartographic materials, graphic materials, sound recordings, motion pictures, and video recordings, microforms and digital materials.

Books

A book is defined as any document that has a collection of 49 pages or more that are bound together with a distinctive title. It is a set of printed sheets of paper bound together along one edge. It is separately published and has an independent physical existence, although, sometimes it may appear as part of a set of volumes in which the pagination may be continuous with other volumes. In such a case, each individual book in the set is called a monograph.

Physical Parts of a Book

Physically, a printed book may be divided into three part. These are binding or cover spine and contents. The binding is the part of the book that hold the printed sheets together. The spine is the edge of the book, which conceals the individual printed-papers, which have been folded and sewn together. It usually bears the name of the author and title of the book.

The contents of the book are the text which contains paginated printed sheets on both sides of each sheet. The page on the right side of the book is referred to as the recto, while the reverse side of the recto (or left side) is called the verso.

Serials

A serial is a distinctive title, which is issued in parts, and each issue is published independently. It is expected to be published independently and it is also expected to be published indefinitely. It includes periodicals Journals, newsletters, newspapers, magazines etc.

a. A periodical is any publication that comes out at regular intervals. It could be weekly, monthly, quarterly, twice a year or annually. It can be a medium for reporting scholarly research as in journals.
b. A journal is a medium for communicating research findings by scholars. It reports the latest development in the field. It is usually produced by a specialist society or an association.
c. Magazines generally contain written articles photographs and advertisements. They can be popular magazines that deal with sports, travel, fashion etc.

Manuscripts

The first copy of a book or a piece of writing by hand or typed before it is printed is called a manuscript. This is first draft of a thought. It covers a wide range of documents such as a manuscript of books, letters speeches, records, legal documents, minutes of meetings and diaries etc. it is usually a set of loose sheets.

Cartographic Materials

These are two or three – dimension objects, which are used in representing the whole earth or part of the earth surface. They include maps, atlases, plans, globes etc.

i. Maps come out in the form of pictorial material. They are graphical representation of geological, physical and natural features, normally to a scale and on a flat medium
ii. An atlas is a collection of maps and related information.
iii. A plan is a drawing of a building or an area as might be seen from above showing the relative position on a horizontal plane.
iv. A globe is an object on which a map of the earth surface or sky is pointed and which may be turned around on a base.

Graphic Material

They are very common in libraries and they include photographs, drawings, charts, filmstrips, sides and transparencies. Realia or real objects like toys, games, puzzles and specimens like animals, coins etc. are also grouped as graphical materials.

Audio Recordings

Audio recordings are sounds that are recorded on tape of compact discs. Examples are cassettes and magnetic tapes etc.

Motion Pictures and video Recordings

These are materials on which images and sounds are recorded on films, discs and tapes with a view to showing pictures with sound vibrations. They combine sound and visual images; hence they are called audio – visual materials.

Microforms

These are photographically reproduced documents which are miniature in size. They cannot be seen with the naked eyes hence equipment called micro readers have to be provided. There are varieties of microforms. These are microfilms, microfiches and micro cards.

Digital Materials

These are data and programme files, which store information. They are files that can be accessed by a computer. The files are generally kept as floppy diskettes. Other electronic resources are CD-ROMs, disc or internet resources.

2.1.4   Concept of School Library Resources

There are a variety of library resources that can be made available in the school library to enhance teaching and learning. These resources include:

Fictional Materials: these are books that are read for pleasure. They also form part of the school library resources. They help to improve the reading skills of the students. These materials include novels, science fiction and the story books.

Graphics: this may be art prints, pictures, photographs maps and charts.

Reference Materials: these are materials in the school library that are not to e studied from cover to cover but are to be consulted in the library and not usually borrowed out. Some of books in this category include encyclopedia, dictionaries, atlases, gazetteers, yearbooks, directories, almanacs bibliography and indexes.

Microforms: is a generic term indicating any form of micro record whether film, paper or other materials included in this generic theme is microfilm, micro board and microfiche.

Vertical File Materials: these are odd bit pieces which do not readily fit into parts of the collection. These could be newspapers, annual reports, pictures, charts, post cards, photographic etc.

Audiovisual Materials: this refers to two types of materials combined. They are resources which do not depend solely upon reading to convey a meaning. They may present information through the sense off hearing as in audio resources or through the sense of sight as in visual resources or through a combination of senses. Among the audio resources are records, tapes and cassettes and radio broadcast. Visual resources include models, real objects, three dimensional displays, the chalkboard, bulletin board, adhesives, graphs, charts, cartoons, posters pictures diagrams. Apart from the non-projected materials, there are projected forms of transparencies, slides filmstrips and film. Audiovisual combination includes sound films and filmstrips, slide tape desks, television programmes, video tapes and dramatization. These library resources provide alternative sources to books.

Serial Publication: Aina (2004) identified serial as a distinctive title issued in parts and research issue is published independently. It is usually expected to be published indefinitely. They are publications that come out as regular and/or irregular intervals. It could be weekly, monthly, quarterly, twice a year or annually. It can be a medium for reporting scholarly research as in journals or in news medium such as magazines and newspapers. It can be annuals or yearbooks. These resources contain current information in topical issues and general information which is very useful for teachers and students.

Textbooks: according to Ifidon (2006) a textbook is a classical publication used in the study of a subject. It usually contains a systematic presentation of the principles and vocabulary of the affected subject. It may be written by one or more authors it can be a collection of writings by various authors dealing with a specific subject. As pointed out here the textbooks cover a variety of subjects taught in the schools such as geography, mathematics, English language, and economics among others. They are needed in the library as they cover the syllabus and curriculum of the various subjects. According to Ezinwa in Ajebomogun and Salaam (2010), the objectives of the school libraries is to acquire, process and make available

to pupils and students, a wide range of books and audio-visual (A/V) materials to supplement and enrich the teaching - learning situation in schools.

2.1.5 Availability of School Library Resources

Availability of school library means ensuring their presence in the library for immediate use (Aguolu & Aguolu, 2002). Abubakar and Terna (2007) defined availability of library resources as ensuring their presence in the Nigerian school libraries for immediate use. Availability is the condition of being available, especially of being accessible or obtainable. Availability of library resources means something that can be easily obtained or seen and use. Lokun (2003) affirms that availability of information is central to human development but insufficient knowledge may create problems resulting in abject poverty, ignorance, hunger, illiteracy and so on. Aguolu and Aguolu (2002) noted that for any school library to flourish in any society, the economy must be sufficiently vibrant and government must commit funds to its development. The author further asserts that to succeed in any aspect of human endeavors, availability and accessibility to the quick and up to date materials is very essential. In the same line of the thought, Maram and Ogun (2002) confirm that high unavailability of library resources in most school libraries have a negative effect on the use of library resources in schools. Okiy (2000) in a similar vine state that there is unavailability of library facilities rate of 70% in most Nigerian libraries. Ajani and Akinrumji (2004), Oyedirian and Tidmgs (2004) were of the same view that non-availability of library resources in Nigeria secondary schools causes frustration and low use of libraries by students. Aguolu and Aguolu (2002) attribute the lack of availability of library resources to the steady proliferation of the school, along with the increased number of students and faculty and diversification of courses and research programs without adequate library resources to meet actual information needs.

Furthermore, Okiy (2000) states that it is essential for school library resources to be made available and utilized by users so that learning can take place for the overall development of the country. According to Sheba (2001) the gap in the availability of library resources relevant to the needs of users perhaps informed the UNESCO (2005) in its campaign for the establishment of National information needs within a given country.

Availability of library resources in the school libraries may help to ease research work of students with visual impairment, enhance their academic performance and in turn help in the development of secondary education system (Aguolu & Aguolu, 2002). The author further explained that resources may be available in the library and even identified bibliographically as relevant to one's subject of interest but the users may not be able to lay hands on them, because of the non-accessibility of the resources. Maidabino (2008) however identified the following services that should be available in the school libraries for students with visual impairment to include Braille books, films, sound and video recording, talking maps, photographs, pictures, CD-ROM's, computer studies in pursuing their academic in secondary school. Popoola (2001) in agreement states that school library resources could be a motivating factor for users to change their perception in seeking information once such information is available and adequately satisfy their needs. Contributing to the concept of availability, Popoola (2001) perceives availability of school library facilities as a sine-quanon

to effective school library services. The author further asserts that the task of the library is that of collecting, sorting and organizing books and making them available to the students. This implies that the availability of books is clearly central to information provision in secondary school libraries, and it can be used as a measure of library performance. Aliyu (2006) informs that the availability of books requires workable performance measure to back it up even if the ultimate benefit to the individual users and to the secondary school community is difficult to assess. This suggests that the effectiveness of any library is best measured in terms of availability, accessibility and utilization resources.

2.1.6 Utilization of School Library Resources.

Utilization means the act of making use of something or thing for a purpose. For instance, school library is used practically for learning, teaching and research purpose. So in order to build an inquiry mind, utilization of library resources becomes indispensable. According to Prout (2009), the utilization of school library resources refers to the extent of usage of school libraries resources by students. The library is not just a reservoir of knowledge, information and human experience but it also creates an avenue for accessing this treasure. In view of this, students in secondary schools make use of the library for academic materials, equipment, assistance and guidance. According to Ugah (2008), utilization of library resources stimulates excitement and instills confidence in the users to develop their talents, potentials and capabilities both academically and socially. Ugah further adds that utilization of library resources by students with usual impairment enhance their frontier of knowledge and help them to make discovery on their own. Ugah (2008) asserts that readers tend to use library resources that require the least efforts to be accessed.

Contributing to the utilization of library resources, Oyediran (2004) observed that there is low use of the library by secondary students which can be attributed to the expressed unavailability of the desired facilities in the school library. Ajanyi and Akinnuyi (2004) also observed that there is frustration among students as a result of their inability of the library to provide materials that suit their ways of learning. That is why Oyediran stated that the use of school libraries depends on the availability, accessibility and utilization of the users desired information sources. Ugah (2008) in confirmation of the above assertion, stated that the use of school library has an approximately 80% dependence on the availability of the school library resources. Brainol (2000) informs that the serious debasement of the quality of education which may consequently have a negative effect on the performance of students. The author further stressed that the initiatives as well as competence to conduct viable school research for the purpose of solving any kind of problems may be inhibited as a result of failure to use the school library resources.

In other development, Tamiyes and Aiyepeleu (2000) noted that the characteristics of library resources utilized by learners include in house memo and a personal contact of government documents, newspapers and magazines. The authors further added that there is progressive increase in the number of books borrowed and consulted from session by session. The progressive increase in the utilization of school library resources is an indication that the school library is meeting its primary role of supporting the objectives of its parent institution which is the secondary school it belongs.

2.1.7 Purpose of Utilization of School Library Resources

According to Morris (2004), the school library exists to provide a range of learning opportunities for both large and small groups as well as individuals with a focus on intellectual content, information literacy and the learner. The school library provides avenue for independent work for the students. It enables them gain access to equipment's and resources which hitherto might not be affordable to the students. Such equipment's include Computer, internet facilities, literary books and a host of research materials. The school library resources equip students with life -long learning skills and develop their imagination, thus enabling them to live as responsible children and citizens. Adomi (2006) stresses the importance of adequate collections, which forms the basis for adequacy. School libraries help children to discover for themselves by independent study and learning how to ask questions. Aderye and Popoola (2011) assert that libraries provide resources for knowledge acquisition, recreation, personal interest and inter-personal relationship for all categories of users. Omekwu (2005) pointed out that information technology can be effectively used to integrate the apparently complex systems into coordinated functional and effective network. Information is of paramount importance to the development of an individual and for the growth of the nation. Information can be put into several uses and for various purposes. Hawkins cited in Faboyinde (2006) note that knowledge and information have become the most important currency for productively, competitiveness and increased wealth and prosperity. The school library is the store house of knowledge and information, it provides both access to information resources and the information itself.

Ubegu (2006) stated that school libraries should provide access to information resources, expert professional support to facilitate thorough and accurate use of all school library resources, access to school library materials and service to the community. Therefore, libraries are important in helping teachers generate information for the purpose of effective teaching of students and research. The significance of school library resources is inestimable most especially at the foundational stage of education where the school libraries are found. The development of academic culture in the life of adults takes its roots from effective use of the school library.

2.2.8 Problems that Hinders the Utilization of School Library Resources.

Regarding the utilization of school library resources, authors added that the resources that require less stress accessibility are more utilized. Users may encounter, five possible types of inaccessibility problems i.e. conceptual, linguistic, critical, bibliographic and physical. The library is an indispensable factor in formal education. Umunakwue quoted by Azuoma (2000) identifies poor attitude of teachers to the school library as a problem. The author noted that many teachers in the secondary school system today still see their notes of lessons as best in their teaching-learning. On the use of school libraries and their resources by teachers, Mokhtar and Majid (2005) remarked that teachers generally do not use their school libraries and various information resources effectively, mainly due to the inadequacy of their school libraries in terms of educational materials.

Adeyemi (2010), Clabo (2002) and Arua (2011) at different times carried separate researchers which all arrived at the same position on the barriers that hinge on student's utilization of school library resources as seen below:

Lack of current reading materials in most of the school libraries is a major problem constraining students from using school libraries. There are a lot of reading materials which are not current and relevant. This discourages students from using school libraries hence poor learning outcomes.

Lack of informational professional/librarians for processing reading materials in most of the school libraries hinders students from using the school libraries. Most of the information resources like textbooks are scattered over the tables and most of them are not classified not catalogued. In view of this, it is difficult for students to access the right information at the right time and get right guidance on how to locate and use information in such libraries. According to Krolak (2005), quality of library services depends on the professional quality of its staffs and this in turn depends on the quality and relevance of the training that they have received. Also, he added that running a library with unprofessional staff is like teaching without professional background.

Restricted library hour is another major constraint cited by students as a key factor hindering the utilization of the school library resources. For instance, some of the school libraries have no standard time for opening the library and some opens for a short period of time. Dina (2001) stated that there are serious accommodation problems. She maintained that in most of the secondary schools there are no enough buildings for classrooms not to talk of reserving one for the library. The question now arises, if there are no enough classrooms for teaching and learning, will one think of a library? Even in a situation where a few of these materials are acquired, where and how will they be organized?

Odia (2000) reported that, another major problem of school library resources is the total lack of interest in the provision of school libraries by principals. He argued that funds meant for the provision of books are usually diverted to other things in the school, leaving the library unattended to. Anune and Daudu (2001) argued that for the success of school libraries, they must be supported by their principals with adequate funding. This will create the opportunity for purchasing materials needed by the students or readers. Since the school the school libraries are not adequately funded, it will also not be possible to acquire resources to stock them. Absence of supervision also constitute a problem. It is indeed emphasized in the National policy of Education (2004) that, schools should provide school libraries with trained personnel, however, supervisor of secondary schools do not take this aspect of supervision seriously thereby leaving the issue of library development in the hands of the principals and the proprietors to handle. So this seriously affects the acquisition of library resources in these schools. It is their contention the there is a general misconception that the library is a luxury and students in secondary schools can do without it. This they attribute to lack of proper appreciation and understanding by educational planners at various levels of government in the country.

2.1.9 Strategies that could be adopted to improve the Use of Library Resources

Owing to the numerous problems facing the utilization of library resources, authors have suggested various ways by which the problems can be reduced to enhance the use of libraries. The library environment is the first motivator that will attract the users to the library. This gives the reason why Ajayi and Adetayo (2005) suggested that the library environment should be made more pleasant comfortable.

A list of solutions to problems of library resources utilization was given by Echezona (2005). The author opined that both availability and access to library resources will be enhanced if the following are taken into consideration:

1. Provision of both printed and electronic information resources.
2. Provision of online materials in electronic format.
3. Updating the skills of library staff to enable them help users.
4. Provision of need based education program by the library for easier exploitation of available resources.
5. Improving the funding of the library to enable it to purchase and maintain needed information technology, books, journals and audio-visual resources.

The problem of inadequate awareness was addressed by Popoola (2008) that library management in Nigeria should create awareness about the available information product and services. This according to the author could be done through planned public relations programs, library week, study tours, user education programs, library exhibitions, organization of seminars, symposia and workshops, library awards night, librarian making contact with the school staff and improve communication links with the latter. The author also suggested that library must constantly update and weed its outdated and non0useful collection. The update of library collection will make the library to be current in the information it provides for its users therefore enriching their knowledge.

Maliki and Uche (2007) also found out that not only the learners but also their parents and the circumstances of their existence place a consideration impact on the learner's ability to utilize school library resources. They therefore encouraged parents to lay proper foundation for their children's school learning. Socio-economic strata notwithstanding, they believed that if the home provides the necessary level of cognitive stimulation which the learner requires at different stages of development, the reading culture will be cultivated early in life. The hunger for printed materials will be created and utilization of the library and its abundant resources will just follow a natural course, for the enhancement and intellectual development of the learners.

The problem of inadequate fund was addressed by Igbo and Dike (2006) that the problem of unavailability of library resources was due to lack of funds. They therefore advised that school libraries be funded directly by the government instead of the libraries receiving their subvention from the secondary education authority and the authors believed this will make the school librarians to be accountable for the fund they receive. They also advised that libraries should engage in a local income generation venture to augment the government allocations which are never sufficient. This they believed can be done through production sales of items such as bags, notebooks, T-shirts bearing library logo. Also, the library bindery

could undertake commercial binding ventures such as binding of student's projects and other materials as well as laminations of important documents.

Furthermore, Ogbonna (2005) gave measures which can be used to enhance the utilizations of microforms which can also be adopted to enhance the utilization of other library resources. The measures the author gave are: putting into use the available microforms, the location and organization of microforms in the library should be user friendly, training and retraining of staff on the use of microforms should be practiced and lastly funding of the libraries should be improved. The author concluded by encouraging the librarians to have a positive change of attitude towards microforms as they noted that this would encourage the availability and use of the resources in the libraries. The suggestions of the author lay much emphasis on the use of microforms; however, it is believed that any measures that can be used to curb the problem affecting the use of microforms can also be applied in solving the problems affecting the use of other library collections. As regards the training of staff, it is important that every library staff be trained and retrained on the use of all library facilities.in addition, library staff ought to be sent on improvement courses for them to update their knowledge on how to handle some modern library resources. This is especially necessary in this modern age where new information technologies are being developed every day. Providing solutions to the problems affecting the use of electronic library resources, Agaba (2014) suggested provision of adequate Information and Communication Technology (ICT), decentralization of service provision, increased marketing strategies, training staff in Information and Communication Technology among others.

2.3   Review of Related Empirical Studies

Bernard and Frankwell (2014) carried out a research on the Assessment of access and use of school library in Morogo municipality, Tanzania. The main objective of this study was to access and use of library information resources by students of secondary schools in Morogo municipal. The study was guided by the following specific objectives; to investigate access and use of school library information resources by the secondary school students; determine the level of satisfaction of students towards school library information resources and to find out challenges facing students in the use of school library and how to address such challenges. The study was carried out in five purposefully selected advanced level schools in Morogo municipality. Simple random sampling was used to select 30 respondents from each selected school to make a sample size of 150 respondents. The study employed a case study research design and used combination of methods to collect both quantitative and qualitative data. Data was collected both quantitative and qualitative data. Data was collected by using documentary review, questionnaires, interviews and personal observations. Quantitative data was analyzed using mean, while content analysis was adopted for qualitative data. Key findings revealed that the most frequently used library information sources by secondary school students are only books and novels. Moreover, other library information resources such as atlas and maps, dictionaries, novels, audio visuals ad poetry were not accessible by students hence those sources were not satisfactory to meet their information needs. The findings further revealed that secondary school students face many constraints in using school

library including lack of current and up to date reading materials, restricted reading hours, lack of sitting facilities and lack of informational professional/librarian for processing materials. The study concluded that for effective use of school library by the secondary school students, there is need for current and adequate school library information resources, provision of accommodation facilities, and provision of professional school librarians to manage libraries and conducive reading environment. These could be done in collaboration with all stakeholders in secondary education in the country. However, the study recommended that adequate provision of fund is necessary for the provision of current and up to date information resources and also for the employment of qualified and trained teacher librarian. The above study is similar to the present study because both studies focus on school library resources in secondary schools. Questionnaire which was one of the tools used for data collection in the review of the study shall also be used by the present study. However, the present study differs from the reviewed study in geographical coverage, content and methodology. While the reviewed study was carried out in Morogo municipality Tanzania and answered four research questions, the present study will be conducted in Makurdi, Benue state, Nigeria and will answer five research questions. Furthermore, while the reviewed study employed a case study research design and used combination of methods to collect both qualitative and quantitative data, the present study will adopt survey research design and will use only a structured questionnaire as the sole instrument for data collection.

Chidaka (2017) assessed the utilization of school library resources in teaching in secondary schools in Obio/Apor Local Government Area of Rivers State. To achieve this; five research questions were raised. Four hundred and ten (410) teachers were used as sample out of eight hundred and twenty (820) that forms the population of the study from the fourteen secondary schools in Obio/Apkor Local Government Area of Rivers State. Questionnaire and observation checklist were used to collect data. Tables, percentages and mean were used for data analysis. It was found that most of the relevant materials were not available in all the schools. Some problems such as lack of convenient accommodation, lack of funds, lack of reading tables and chairs, non-involvement of library staff in collection development, lack of qualified librarians were among the problems of these libraries. The major recommendations are : that there is need to increase full allocation of the school libraries, the state branch of Nigerian Library Association (NLA) should organize development and training courses for school librarians and media specialists to enhance their efficiency in the running of the school libraries; the Post Primary School Board (PPSB) should see to it that every secondary school established should have a library, new books and other educational resource materials should be provided including audio-visual equipment, principals of various schools should encourage both teachers and students to maximize the use of few resources at their disposal, among others. The reviewed study used both questionnaire and checklist as instruments for collection of data and the current study will also use questionnaire as instrument of data collection. The reviewed study covered just a local government (Obio/Apkor local government area of Rivers state) while the current study also has Makurdi local government area as its study area. While the study reviewed has teachers who are not the actual users of the school libraries as respondents, the present study

will use secondary school students as respondents to provide the needed data for the justification of extent of library patronage.

George (2011) conducted a study on the use of library resources by staff and students of secondary schools in Umuahia North Local Government Area of Abia state. The research work was restricted to only seven secondary schools from Ibekwu clan and three from Ohutu clan. The choice was by means of random selection. He used only students from JSS2 and SS2. The research instrument was the questionnaire. A total number of 350 students were sampled. The major findings of the work were that: lack of current and up-to-date information materials was the most outstanding problem militating against the use of these libraries. This was followed by poor library accommodation and poor library orientation. He recommended that: adequate provision of funds is necessary for the provision of current information resources and also for employment of qualified and trained teacher – librarian. User education should be taken seriously in secondary schools in order to boost the interest of both staff and students on the use of library resources. This will also help to sharpen their search skills and elimination of user's frustration. Purpose built libraries should be built in secondary schools in Umuahia North local government area in particular and Abia state in general. State and local government should accord library provision top priority because library services are social services to the entire citizens and posterity. The study is similar to the present study in that they are all on utilization of school library resources. However, the study is conducted in Imo State while the present is being conducted in Makurdi Metropolis of Benue State.

Ilogho, Iroaganachi and Osinulu (2016) also conducted a research on study skills and utilization of library resources by students of Gospel Faith Mission International Comprehensive High School, Ibadan, Nigeria. The study investigated how teaching of study skills and use of library resources can provoke effective utilization of available information resources in secondary schools. The survey research methodology was adopted for the study while the questionnaire and the experiment were used as data collecting instrument. Using the simple random sampling technique, the senior secondary students were grouped to two. Eighty (80) students were selected for the study. Each group comprised of 40 students i.e. the experimental group and the control group. The questionnaire instrument administration was twice, first as pre-test and later as post-test after subjects had undergone teachings on study skills and use of library resources. The study found out that over 33% of the respondents made use of some study techniques. Furthermore, 75% of students also affirmed that study skill classes equipped them to effectively use library resources. However, environmental barriers, physical tiredness etc. was found to have constituted hindrances to students not using the library resources effectively. Similarly, 85% of students affirmed study skills teaching enhanced their academic motivation. The study tested three hypotheses which were rejected and the alternate hypothesis accepted, implying there was a significant difference in all three cases. The study therefore concludes that teaching study skills and library use skills education is helpful and enables library users to effectively use the library resources and therefore recommended that teaching study skills be intensified in all schools at the elementary level. The reviewed study is similar to the present study, the two studies targeted secondary schools. The study reviewed had 80 students as sample size. The reviewed study

used one school while the present study will make use of selected schools. Also, the geographical location of both the reviewed and the current study differs. The reviewed study formulated and tested hypotheses while the current study only asked questions and answered them.

2.4   Summary of Literature Review.

In this chapter, related issues that pertain to the availability and utilization of school library resources in selected secondary schools have been reviewed. Some of the problems hindering the effective utilization of the school library resources which includes poor access to library resources by students, lack of current and up-to-date reading materials, restricted reading hours, lack of funds, lack of siting facilities and lack of informational profession/librarian for processing materials were considered and the strategies that could be adopted to improve the use of the school library resources like the need for current and adequate school library information resources, provision of accommodation facilities, provision of professional school librarians to manage libraries, conducive reading environment and proper funding were also considered. The study found out that, most of the school libraries in Nigeria and indeed in diaspora are in a state of decay. Most of these views point to the fact that, the provision of library resources and services to school libraries will enhance effectiveness and academic performances in children. However, its availability and utilization is at a low level in Nigeria educational system especially in secondary schools.

METHODOLOGY

The study adopts survey research design. The study was carried out in Makurdi; the Benue state capital. The population of study comprises of 4124 students and 21 school librarians in 21 selected private secondary schools in Makurdi metropolis that have libraries (Benue State Teaching Service Board, 2018). The population of this study includes all SS1 – 3 students from each of the schools. Since the population is a large one, a representative of the population was selected to form the sample of 399 respondents were selected at random for the study using Taro Yamene formula. An average of 30 students irrespective of class level were sampled from each of the 12 schools. Simple random sampling technique was used to draw the 12 sampled schools from the population. The 30 students were also sampled using simple random sampling method. Two instruments were used for data collection. That is, a checklist titled Availability of Library Resources (ALS) and a structured questionnaire titled "Utilization of School Library Resources in Selected Secondary School Questionnaire" (USLRSSSQ) developed by the researcher and validated by two experts who are professional librarians in the field of librarianship. Comments of the validates enrich the structure and wordings of the final drafts of the instruments. The questionnaire was pretested on 20 students in a school which was not part of the study. The data obtained was used to compute the related by co-efficient. Cronbach Alpha formula was used to determine the reliability since the items are not dichotomously scored. The reliability coefficient computed is 0.82 which is high enough to be suitable for use. The data obtained was analyze using frequencies, percentages and mean. In decision making, any item that has a mean more than 2.5 is accepted while those less than 2.5 is considered not accepted. The analyzed data were summarized in a tabular form to facilitate the interpretation of the findings.

PRESENTATION OF RESULTS, ANALYSIS AND DISCUSSION

Presentation of Results:

This chapter presents the results of the analysis of data collected. The findings are used to answer the research questions.

Research Question One: What are the school library resources available in the selected secondary schools in Makurdi Metropolis? The percentages of responses of the selected school librarians are presented in Table 1.

Table 1. Percentages of Available and non-available Library Resources in Secondary Schools in Makurdi Metropolis

S/N	Library Resources	Available (%)	Not Available (%)
1	Encyclopedias, Directories, Almanacs, gazetteers	75	25
2	Serials, Journals, magazines, newspapers	33	67
3	Plays, Novels and poetry	60	40
4	Display/chalkboard	82	18
5	Dictionaries, Maps, Atlases, Government documents	75	25
6	Audio resources	25	75
7	Visual resources	-	100
8	Audio – visual resources	-	100
9	Handbooks, Manuals, Yearbook	77	23
10	Textbooks	100	-
11	Computer/internet	25	75
12	E-books	-	100
13	Virtual files	-	100
14	Computer assisted instructional materials	-	100

Source: Field Survey, 2018.

From Table 1, the responses of the Librarians do shows that 50% of the schools have Encyclopedias, Directories, Almanacs, newspapers Display/chalkboard, Dictionaries, maps and textbooks. On the other hand, more than 25% of the schools lack e-books, computer

assisted instructional materials, computer/internet facilities, visual and audio-visual resources, gazettes and government documents among others.

4.1.2   Research Question 2 How often do students utilize the available library resources in the selected secondary schools in Makurdi Metropolis? The frequencies and means of the responses against each resource are computed and presented in Table 2.

Table 2 Frequencies and Means of Utilization of Library Resources

S/N	Library Resources	V .O=4	O =3	N. O=2	N.U=1	Mean	Remark
1	Encyclopedias, Directories, Almanacs, gazetteers	180	90	5	90	2.99	Often
2	Serial, Journals, Magazines, newspapers	10	50	100	205	1.63	Not Often
3	Plays, Novels, Poetry	210	0	0	155	2.73	Often
4	Display/chalkboard	212	104	45	4	3.44	Often
5	Dictionaries, Maps, Atlases, Government documents	24	76	40	9	3.50	Very Often
6	Audio resources	0	0	0	365	1.00	Never Used
7	Visual resources	0	0	0	365	1.00	Never Used
8	Audio – visual resources	0	0	0	365	1.00	Never Used
9	Handbooks, Manuals, Yearbook	97	128	114	26	2.81	Often
10	Textbook	316	40	5	4	3.83	Very Often
11	Computer/internet	0	0	0	365	1.00	Never Used
12	E-books	0	0	0	365	1.00	Never Used
13	Virtual files	0	0	0	365	1.00	Never Used
14	Computer assisted instructional materials	0	0	0	365	1.00	Never Used

Source: Field Survey, 2018.

The result presented in Table 2 shows that library resources most frequently used are text books dictionaries and magazines while encyclopedia, newspapers, novels, plays and maps are often used since the means are more than 2.50. On the other hand, resources such as computer/internet, e-books, virtual files and audio-visual aids are never used in these selected secondary schools in Makurdi Metropolis.

4.1.3 Research Question 3 What are the purpose for Students' Utilization of School Library Resources in Selected Secondary Schools in Makurdi Metropolis? The frequencies of students' responses and their corresponding means for the various are computed and presented in Table 3.

Table3: Frequencies and Mean response of Students on Purpose of Utilizing Library Resources

S/N	Purpose of Students' Utilization	(SA)	(A)	(D)	(SD)	Mean	Remark
1	Research Purpose	2	4	42	317	1.14	Strongly Disagree
2	Information Purpose	196	121	40	8	3.38	Agree
3	Educational Purpose	174	107	65	19	3.19	Agree
4	Recreational Purpose	54	167	101	43	2.36	Disagree
5	Reading Purpose	38	104	89	134	2.12	Disagree
6	Studying Purpose	174	98	67	26	3.15	Agree
7	Developing Reading Skills	58	98	101	108	2.29	Disagree
8	Publishing Purpose	10	21	143	191	1.58	Disagree
9	Reference Purposes	5	5	122	233	1.27	Strongly Disagree
10	To Access Online Database	5	10	125	225	1.44	Strongly Disagree

Source: Field Survey, 2018.

From Table 3, the result shows that agreed that they used the library for information, education and studying purpose since all the mean responses on those items are greater than 2.50. However, they strongly disagreed that they use library resources for research, references and access online data purposes as the mean responses were less than 2.5

4.1.4 Research Question 4: What are the problems that hinders the effective utilization of school library resources in selected secondary schools in Makurdi metropolis? The frequencies of responses and their corresponding means are presented in Table 4.

Table 4. Problems that hinder Utilization of Library Resources in Secondary schools in Makurdi Metropolis

S/N	Problems	SA	A	D	SD	MEAN	REMARK
1	Restricted library hour	98	110	67	90	2.59	Agree
2	Inadequate sitting facilities such as tables and chairs	168	122	45	30	3.17	Agree
3	Shortage/lack of qualified library staff	169	164	23	9	3.35	Agree
4	Poor orientation about library	153	149	40	23	3.18	Agree
5	The absence of adequate and relevant materials	176	173	13	3	3.43	Agree
6	Insufficient internet access point	145	121	56	43	3.01	Agree
7	Lack of time	50	35	134	146	1.97	Disagree
8	Short duration of book loan	169	165	19	12	3.35	Agree
9	Power outage	175	169	17	4	3.41	Agree
10	Lack of current relevant books	178	174	12	1	3.45	Agree
11	Lack of interest	174	163	16	12	3.37	Agree

12	Lack of awareness	81	76	98	110	2.35	Disagree
13	Distance of the library from classroom area	179	175	10	1	3.46	Agree
14	Information literacy	164	152	29	20	3.26	Agree
15	High cost of information material	174	167	15	9	3.39	Agree
16	Inadequate funding of library	176	167	16	6	3.41	Agree
17	Poor maintenance culture	173	169	18	5	3.40	Agree
18	Erratic power supply	167	159	21	18	3.30	Agree
19	Language barrier	49	39	132	145	1.98	Disagree
20	Untrained school librarians	174	162	17	12	3.36	Agree

Source: Field survey, 2018

The result in Table 4 indicates that items such as shortage/lack of qualified library staff, short loan duration, lack of current relevant books, Distance of the library from classroom area, lack of information literacy, Inadequate funding of library are among the problems hindering the utilization of school library resources as each of them had means greater than 2.50. However, the students disagreed that issues such as lack of time and language barriers are problems hindering the using of library resources as their means are less than 2.50.

4.1.5 Research Question 5: What strategies could be adopted to improve the use of library resources by students in selected secondary schools in Makurdi metropolis?

Table 5: Strategies that could be adopted to improve Utilization of School Library Resources

S/N	Strategies	(SA)	(A)	(D)	(SD)	Mean	Remark
1	Proper training should be given to school librarians on how to guide library users	168	161	19	17	3.32	Agree
2	Standby generators should be provided by school administrators in case of power failure	176	169	11	9	3.40	Agree
3	Use of the library should be introduced in the school curriculum	17	40	166	142	1.52	Disagree
4	The need to strengthen collection of books	169	150	30	16	3.29	Agree
5	The need for current and up-to-date materials in the library for students' use	167	145	32	21	3.25	Agree
6	Need to appoint qualified librarians	169	159	23	14	3.32	Agree
7	The library operating hour should be extended beyond schools hours	21	32	180	132	1.57	Disagree

8	Library materials should be borrowed to students to aid them do their home works	178	162	18	7	3.40	Agree
9	Users should be taught how to use computer systems	143	132	53	37	3.04	Agree
10	Proper organization of library catalogue for easy access and utilization	169	157	20	19	3.30	Agree
11	Selection of library resources should be provided for libraries	140	136	50	39	3.03	Agree
12	Adequate space should be provided for libraries	169	162	21	13	3.33	Agree

Sources: field survey, 2018

From Table 5, the response of the students agreed that training of library staff, engagement of professional librarian, borrowing of books to the students to do their homework and provision of generators to stabilize power supply are the main strategies that will enhance effective utilization of library resources in secondary schools in Makurdi Metropolis. The result from the table shows that introducing library in the school curriculum and allowing library to operate beyond school hours do not enhance use of library resources in the school.

Summary of Major Findings of the Study

1. Resources such as Encyclopedias, Directories, Almanacs, newspapers Display/chalkboard, Dictionaries, maps and textbooks are available in most libraries while e-books, computer assisted instructional materials, computer/ internet facilities, visual and audio-visual resources, gazettes and government documents are not available.

2. Library resources most frequently used are text books dictionaries and magazines while encyclopedia, newspapers, novels, plays and maps are often used while resources such as computer/internet, e-books, virtual files and audio-visual aids are never used in these select

3. The students use library resources for information, education and studying purpose while they strongly disagreed that they use library resources for research, references and access online data

4. Shortage/lack of qualified library staff, short loan duration, lack of current relevant books and inadequate funding of library were among the problems hindering the utilization of school library resources while lack of time and language barriers are not problems.

5. Training of library staff, engagement of professional librarians, borrowing of books to the students to do their homework and provision of generators to stabilize power supply are the main strategies that will enhance effective utilization of library resources

4.3   Discussion of Findings

From Table 1, the finding shows that only library resources such as textbooks, dictionaries, encyclopedia, newspapers, and handbooks were commonly available in most of the selected schools but many materials like computers, audio, visual, audio-visuals and e-books were not available in the schools. This study agrees with earlier study by Chidaka (2017) who reported that secondary school libraries lacked relevant materials. The finding also shows that modern library resources that will keep the students in line with present technology is lacking.

The findings from Table 2 reveal the extent of utilization of library resources in the selected schools. The frequently used materials are textbooks, novel play encyclopedia, magazines and newspapers. This finding supports the report of Bernard and Rankwell (2014) who found that novels and textbooks were the materials that secondary school students used more frequently.

On the purpose of using library resources, the finding shown in Table 3 reveals that information, education and study purposes are the reasons for the students using the library. This agrees with the finding of the study by Bernard and Rankwell (2017) who reported that the library resources were being used more for information purpose.

Furthermore, the findings from Table 4 shows that utilization of library resources in secondary schools is faced with many challenges. Notable among these challenges are lack of qualified library personnel, absence of relevant information materials, high cost of library resources, power shortage and poor funding. This finding agrees with, George (2011), Benard and Rankwell (2014), and Chidaka (2017) who found that similar challenges were faced by the students in their studies. However, issues like language barriers, lack of time and awareness were not challenges to the students with respect to use of library resources.

In answering research question five, the result shown in Table 5 indicates that the training of Librarians, provision of steady power supply, provision of up-to-date resources among others may enhance effective utilization of library by secondary school students. Chidaka (2017) suggested that if training of library staff, funding of school library, purchasing of new books and modern library resources like audio-visual may improve the use of library resources.

CONCLUSION:

Based on the research findings, it can be concluded that library resources are in short supply in secondary schools in Makurdi Metropolis. Also, modern library resources like audio, visual, audio visual material are not available and that makes it impossible for internet resources to be used. Thus, the purpose of establishing libraries in secondary schools have not been achieved as the necessary resources to actualize the objectives are inadequate.

RECOMMENDATIONS

The following recommendations are made:

1. Library staff should be trained professionally through in-service programme.
2. In view of the importance of library to the overall objectives of the school curriculum, school management should fund the library department to enable them procure relevant materials for the present generation of students
3. Professional librarians should be recruited in subsequent employment in the secondary schools.

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