



**SCHOOL LIBRARY RESOURCES PROVISION AND UTILISATION IN SELECTED
SECONDARY SCHOOLS IN SAGAMU LOCAL GOVERNMENT AREA, OGUN STATE,
NIGERIA**

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ABSTRACT

Functional school library with resources provision and utilization remained an asset in a school setting. Despite the benefits that can accrue to students and teachers, when functional library and relevant library resources are provided, it has been observed that most secondary schools do not have functional libraries to meet their information needs. Thus, this study investigated school library resources provision, utilization and challenges in five senior secondary schools in Sagamu Local Government Area of Ogun State. The descriptive research design of ex-post-facto type was used. A sample of 340 out of 1, 698, SSS2 and SSS3 students in the five secondary schools constituted the respondents for the study. A structured questionnaire and observation method were used to collect data. Out of the 340 questionnaire administered, 303 copies were retrieved and all were found usable. The response rate was 89.12%. Many findings were discovered amongst which were; availability of obsolete and unattractive textbooks, story books and other print resources. Audiovisuals and multimedia resources were less available. The students has brought their textbooks and class notes to their school libraries to complete assignments (34.3%) and read/prepare for examinations (32.09%). A large percentage (57.8%) considered their school libraries grossly inadequate for academic use. The study however recommended adequate financial supports from government, philanthropists, parents and individuals in the society; aggressiveness on the part of principals and other senior personnel of the school as well as recruitment of qualified media specialists or school/teacher librarians amongst other recommendations

Keywords: School library, Assessment, Media resources, Utilisation, Resources evaluation

Introduction

A school library basically serves as the centre and coordinating agency for all teaching, learning, and research resources used in a school system. Specifically, in a secondary school system, the school library ensures that all members of the school community that is, students, teachers, non-teaching staff and parents have equitable access to books and readings, to information and to information and communication technology (Moris, 2013). The school library helps every member of the school community gain new knowledge, skills and dispositions for learning and personal development through efficient provision of



information resources and services of all types on all school subjects for students in schools. In this way, it develops and sustain reading and learning habits which enhances reading literacy and information literacy among school students. In this way, the school library constitutes immensely to the schools' teaching and learning processes.

Oduşanya and Amusa (2002) corroborated this when the authors described the library and education as two crucial institutions which cannot be ignored when talking about all-round development of a child. One of the goals of development is to make it possible to attain certain level of intellectual and social development. Education for instance is expected to change learners' behaviour, attitude and mental disposition through the acquisition of desired and relevant knowledge and skills (Olaye & Onajite, 2015). The library enables these developments to take place through various functions, roles and services being offered to users. Elaturoti (2013, 2011) discussed these functions and services in the case of school libraries.

This is why the library in a school system is regarded as an inextricable component of education because it serves as a hub where students learn academic content; know how to keep learning and how to make effective and innovative use of acquired knowledge, information, skills, and talents throughout their lives. It equally acts as central nerve that sustains academic programmes of schools. The school library also develops thinking skills such as, critical thinking and problem solving, communication, creativity and innovation, collaboration, information and media literacy and contextual learning skills in students (American Association of School Librarians, 2009). By developing these skills and attributes in learners, it contributes to educational attainment and academic success of students. This was why Lawal-Solarin (2016) regarded school library as the back bone of the educational system

Arising from this, school libraries are expected to provide textbooks on all school subjects, story books, novels, comics, realia, magazines, newspapers, dictionaries, and other reference materials, computer, internet facilities and other communication technologies. The essence is to adequately meet the information needs of the school students, teachers, non-teaching staff and parents. The Federal Government of Nigeria (FGN) in its National Policy on Education (2014) thus mandated public and private schools to set up functional school library because of the importance attached to library in the education of the Nigerian child. In Addition, the Federal Government reiterated its intention to complement libraries in schools with virtual library so as to facilitate access to current and timely information. This will encourage teachers and students to function at their optimum best. As good as this policy seems, many schools still fall short of these expectations (Yusuf, 2008; Abatan, Oyewo & Alayande, 2017).

Studies in the country have revealed that many secondary schools lacked school libraries and where libraries were available; they were either non-functional, not staffed and or underutilised. These scenarios cut across both the government and private schools. For instance, some studies (Adetoro, 2006; Ogunbote & Odunewu, 2009; Owate & Iroha, 2013; Lawal-Solarin, 2016; Chukwuji, Gandanga, & Yusuf, 2017), reported that managements of most schools allowed school libraries spaces to be utilised as staff room, examination venue, stores, butterfly, classroom and the like. Also, majority of school library media specialists are not involved in decision making and planning processes of the school library (Olaajo & Idada, 2007). Similarly, Elaturoti (2011) observed that all sorts of personnel irrespective of their qualifications have been assigned the responsibility to manage school libraries. This is similar to lack of professional librarians identifies by Adebamowo (2011), Lawal-Solarin (2016) and Abatan *et al* (2017). These have led to improper delivery of curriculum content and subsequently, all form of academic misconduct and poor academic performance.



There is little or no evidence of studies of this nature among secondary schools in Sagamu area of Ogun State. Hence, the need to conduct the study in order to identify if these situations exist and thus suggest or proffer solutions to issues identified. It is against these backdrops that this study investigated the level of availability, adequacy, utilisation and challenges among secondary school students in the use of their school libraries in Sagamu Local Government Area of Ogun State.

Statement of the Problem

School libraries have been credited with the role of developing and promoting reading and learning habits as well as acquisition of relevant knowledge and skills for self-empowerment. School library equally helps in laying good foundation for future use of library at the tertiary level of education. However, unavailability of school libraries and non-provision of library resources amount to denial of the students' right to quality education. It is thus important that schools place appropriate emphasis on provision of library resources and services to support teaching and learning activities. Despite the benefits that can accrue to students and teachers, when functional libraries and relevant library resources and services are provided; studies have revealed that most secondary schools do not have functional libraries to meet students and teachers information needs. This study therefore attempted to find out the state of school libraries in secondary schools in Sagamu Local Government of Ogun State, with a view to making appropriate recommendations. Subsequently, the study is set out to provide answer to the underlisted questions.

Research Questions

This study is designed to answer the following research questions:

1. What is the level of availability of school libraries resources as perceived by students in the selected secondary schools?
2. How adequate are the resources provided in the selected secondary school libraries?
3. What is the frequency of utilization of library resources among students in the selected secondary school libraries?
4. What are the students' reasons for using the school libraries?
5. What factors militate against students in the use of their school libraries?

Methodology

The study adopted the descriptive survey research design of the ex-post facto type. The multistage sampling technique was used to select the target population of senior secondary school students (SSS) 2 and 3. The purposive sampling technique was then used to select 5 public senior secondary schools having school libraries; out of 27 senior secondary schools in Sagamu LGA of Ogun State. Statistics collected from the five (5) schools indicated the total population of 1,698 students (SSS 2 and 3). The simple random sampling techniques were then used to select 20% of the student's population. This gave a sample size of 340 students.

The research instruments designed for the study was a structured questionnaire and observation method. The questionnaire is tagged, 'School Library assessment Scale' (SLAS) and it is divided into two sections. Section (A) is the demographic information scale (DIS) while section B is Library Assessment scale (LAS). Section B sought information on availability of school library resources, adequacy, utilisation



and challenges. Two senior colleagues critically examined the questionnaire to ascertain its face and content validity. The questionnaire was then printed out; and 340 copies were administered to SSS 2 and 3 students. Three hundred and three (303) copies of the administered instrument were retrieved and all were found usable. This gave 89.12% response rate. The data collected were collated and analyzed using frequency count and percentages. The result were presented in the next sub-section.

Data Presentation and Results

This sub-section presents the results of the analysis in line with the research questions formulated for the study.

Table 1: Demographic Characteristics of the Respondents

Sex	Frequency	Percentage (%)
Male	127	41.9
Female	176	58.1
Total	303	100.0
Age	Frequency	%
12-14 years	128	42.2
15-17 years	175	57.8
Total	303	100.0
Class	Frequency	%
SSS2	128	42.2
SSS3	175	57.8
Total	303	100.0

Table 1 indicated the demographic characteristics of the respondents by gender, age and class. According to the results, 127(41.9%) of the respondents were male while 176 (58.1%) were female. This shows that majority of the respondents were female gender. The table further indicated that 128(42.2%) of the respondents were between 12-14 years of age while 175(57.8%) falls within the range of 15-17 years. The age group 15-17 years is in the majority. As regards the distribution of respondents by class, 128(42.2%) were SSS 2 students while 175 (57.8%) were SSS3 students. By implications, majority of the respondents were from SSS 3 class.

Research Question 1: What is the level of availability of school library resources as perceived by students in the selected secondary schools?

Table 2: Level of Availability of School Library Resources as Perceived by Students

Resources	Available		Not Available	
	Frequency	Percentage	Frequency	Percentage
Books (textbooks, story books, novels and comics)	219	72.3	84	27.7
Audio-Visual and Multimedia resources (television, radio, CDs, DVD, Internet facilities)	133	43.9	170	56.1
Reference Materials (dictionary, encyclopedia)	103	34.0	200	66.0
Serials (newspapers , magazines)	187	61.7	116	38.3

Table 2 indicated that textbooks, story books, novels, comic and serials like newspapers and magazines were the most available resources while audiovisuals and multimedia resources as well as reference materials were less available. The findings however implies that the audio-visual and multimedia resources and the reference materials needed to access relevant subject content and more current information were not readily available. Textbooks, story books, novels, comics, television and radio are the resources available. Library resources are needed for consultation by students to learn subject's contents, to sharpen intellectual skills and for development of students' independent enquiry abilities, which in most cases lead to improved educational performance and academic success. Readily availability of library resources is important for utilisation by students to improve understanding of educational contents and for teachers to improve on delivery of curriculum contents.

Also, in all the secondary schools visited and sampled, the libraries collections were under 1000 volumes of books, most of the books were unattractive, obsolete and needed to be weeded from the library shelves. Books were the most available of all the library resources. Library services such as reading session, lending services, reference/readers' advisory services were not available and not patronised by the students. The findings from the questionnaire and observation confirmed assertions that functional school libraries do not exist in secondary schools in Nigeria. The result also agreed with findings of researchers which revealed that many schools had no school libraries and in schools where libraries exist; their resources were either inadequate, too obsolete or underutilised by secondary school students (Yusuf, 2008; Oduagwu & Oduagwu, 2013; Afolabi & Elaturoti, 2016; Abatan *et al*, 2017),

RQ 2: How adequate are the resources provided in the selected secondary schools libraries?

Table 3: Level of Adequacy of School Libraries Collection

Parameters	Frequency	Percent
Grossly inadequate	175	57.8
Adequate	55	18.2
Very much adequate	37	12.2
Not sure	36	11.9
Total	303	100.0

Table 3 shows that the resources of school libraries surveyed including the libraries themselves are grossly inadequate as indicated by more than half of the respondents (57.8%). This finding aligned with the

findings of earlier researchers which revealed high level of inadequacy of library resources among secondary school in Nigeria. For instance, Iyiade, Oladipupo and Ajani (2005) found that holdings of selected private secondary schools in Ogun State, Nigeria to be grossly inadequate. Marinho (2010) reported that only 2.0% (200) out of 10,000 schools in the country had functional and well equipped library while the remaining 98.0% (9,800) had poor or no library at all. The author stated that lack of well-equipped library or non-availability of library is a denial of the right of children to good education by government. Moruf (2015) assessed libraries in secondary schools in Akinyele Local Government Area of Oyo State, Nigeria. The findings revealed existence of libraries in both public and private secondary schools in the LGA but majority of the schools had inadequate library resources.

RQ 3: What is the frequency of use of library resources in the selected schools libraries?

Table 4: Frequency of Use of School Library Resources by the Respondents

Resources	Daily		Weekly		Twice weekly		Monthly		Not at all		Total	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Books	43	14.2	91	30.0	109	36.0	30	9.9	30	9.9	303	100
Audiovisual Materials	12	4.0	37	12.2	121	39.9	84	27.7	49	16.2	303	100
Reference Materials	12	4.0	75	24.8	84	27.7	114	37.6	18	5.9	303	100
Serials (Newspaper/Magazine)	43	14.2	79	26.1	121	39.9	48	15.8	12	4.0	303	100

A critical look at the result in Table 4 indicated that twice weekly had the highest frequency of use of library resources among the secondary school students. However, serials, that is, newspapers and magazines 291(96.04%) had the highest frequency of use followed by reference materials 285(94.06%) while audio-visual and multimedia resources had the lowest frequency of use 254(83.83%). The finding did not agree with the findings of Omah and Urhiewhu (2016) which revealed textbooks, charts, graphs, dictionaries and encyclopaedias as most utilized resources to a high extent. Chukwuji et al (2017) also reported textbooks to be use by students.

Research Question 4: What are the student’s reasons for using the school library?

Table 5: Reasons for Students’ use of the School Library

Reasons for using school library	Frequency	%
To complete an assignment	104	34.3
To read for examination	97	32.0
To borrow textbooks, novels and comics	30	9.9
To relax	54	17.8
To read newspapers and magazines	18	5.9
Do not use the resources at all	-	0.0

It is obvious from Table 6 that the use of the school libraries and, resources to complete assignment 104(34.3%) and to prepare for examinations 97(32.0%) were prevalent among the secondary school students. The use of the library resources to borrow textbooks, novel and to read newspaper and magazines were not so prevalent among the students. This result however indicated underutilization of library



resources among the students. The findings agreed with the findings of Amaechi, Ossai-Onah and Oduagwu (2014) which revealed under-utilisation of library resources among secondary school students in Owerri North LGA, Imo-State as the students used the resources only for preparation of examinations and in submitting assignment.

Research Question 5: What are the challenges facing users in the course of using the school library?

Table 6: Challenges facing the Respondents in the Use of School Libraries

Challenges	Frequency	Percent
Inadequate seating and reading space	43	14.2
Non-availability of information resources	115	38.0
Obsolete information materials	91	30.0
Books and other materials not well organized	24	7.9
Incompetent library personnel	30	9.9
Lack of ICT resources and computers	115	38.0

Table 5 revealed discouraging factors in the use of school libraries resources among the students. Non-availability of information resources needed, lack of computers and ICT resources (38.0%) and obsolete information resources (30.0%) ranked highest among the factors. This implies that non-availability of information resources needed, lack of computer and ICT resources and old information materials constituted challenges and thus discouraging students in the use of the library resources.

Non-availability of print, non-print and electronic resources discovered in this study aligned with the findings of Ogunniyi, Lawal and Sheji (2018) which revealed inadequate physical and information resources among selected secondary schools library media centres in Ondo, Ondo State. The study of Suleiman, Hanafi and Tanslikhan (2018) also revealed lack of library facilities, lack of information materials and inadequate trained library personnel as challenges in a study that investigated influence of library resources on academic achievements of secondary school students in Kwara state, Nigeria.

Conclusion and Recommendations

From the findings and discussion, this study concludes that library development and growth is relegated to the background thereby failing to fulfill its goals as they are not well equipped with quality, current and relevant information resources (print, non-print, electronic and web-based), good facilities and competent/qualified personnel. Arising from the conclusion, the study recommends that:

1. Ogun State government should support the development of school libraries by allocating and releasing adequate funds for purchase of relevant, current and high quality print information sources like textbooks for school subjects; story books; subjects and general dictionaries and encyclopedias; school journals; comics; novels; and other important print resources. Radio; televisions; educational and motivational cassettes, CDs, DVDs along with players; computers, internet facilities and other information and communication technology should be purchased to strengthen impact of school libraries on students' learning outcome.
2. Secondary schools principals in the State should not always rely on government. The principals and other senior school personnel should be more aggressiveness in seeking financial support from



philanthropists, parents of students, old students of the schools, and other individuals in the society. Funds generated should be used mainly for development of school facilities and the school libraries as highlighted above.

3. Concerted efforts should be made by schools principals to ensure that qualified media specialists or school teachers/librarians are recruited to man, oversee the affairs of school libraries, educate students, teachers, and other members of the school community in use and effective use of information resources available in libraries.
4. Library instruction programme should be integrated in schools curriculum so as to make valuable contribution in developing students and teachers competence in information search and use which are vital for academic achievement.
5. Adequate space/accommodation should be allocated to school libraries at the initiation of library development projects. This will allow for further expansion of library resources and facilities as the school population increases.

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