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The Use Of Library Resources By Teachers In Oyo State:A Study Of Selected Secondary Schools In Akinyele L. G. A., Nigeria

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Abstract: *The study investigated the teachers' use of secondary school libraries in Akinyele Local Government Area of Oyo State. The sample population was one hundred and ten including teachers and school Librarians from four selected secondary schools and colleges in the local government area. Questionnaire was adopted as data collection instrument and complemented with interview. The library activities were also observed to fully discover the level of teachers' patronage. The data was analyzed using Statistical package for the social science and presented in tables. Findings of the study are:that there are functional libraries in some schools especially private schools while there are also libraries in most public schools but are just shelves of outdated and worn out materials. School libraries were not utilized effectively by teachers even in their preparation of teaching notes. Also, inadequate libraries resources, poor funding and lack of adequate provision for school library development. It is recommended that there should be formulation of school library standard with provisions of adequate funds by all concerned stakeholders. Thereafter, orientation of teachers should be geared towards the benefit of better information seeking behaviour with library resources.*

Keywords*: School Library,School system, Library resources, outcome, Oyo - Nigeria.*

I. Introduction

School library is the backbone of functional education without which academic excellence cannot be achieved.Kolade (2001) defines school library "as the nerve centre of the school for it is expected to play an important role in the school curriculum since it has unlimited fields of knowledge". In her own contribution Fayose (1983) defines "school libraries as that part of the school where there is an organized collection of books, periodicals, newspapers, filmstrips, video-tapes, audio recordings of all types, slide, computers, study kits, realia and other information bearing materials housed for learning and personal interest and recreational activities".

Owate and Okpa-Iroha (2013), said that a school library is a collection of a wide variety of library materials and resources housed in each school, centrally organized by staff, professionally prepared to offer services to students and teachers that will enrich and support the educational enterprises. Therefore, the role of library in any school in Nigeria cannot be overemphasized as the library provides the necessary impetus to all categories of learners in schools from the slowest learner in the kindergarten to the most intelligent senior in high school through the provision of print and non-print materials to aid learning.

The main purpose of a school library as stated by Aina(2004) is to support the objectives of an academic environment in the areas of learning, teaching, research, and service. Today, many school libraries have transformed into school library resource centres. Items collected in the library have been broadened to include toys and computers, study kits, films and filmstrips, video and audio-tapes, video machines, cassette radios etc as earlier stated in Fayose's definition of school library. Because of the variety of its collection, a school library is sometimes called a media resource centre. According to Moruf (2010), the school library as a resource centre is expected to provide:

- Information services that respond to the information needs of teachers and foster their professional development.
- Learning laboratory that provides opportunities for pupils to develop information skills and develop a commitment to informal decision making.
- Learning laboratory that links learning and resources for learning
- Opportunities for pupils to become self-directed learners and develop a commitment to a lifelong learning.

Both the library and school are therefore inseparable twins that one leases to function well without the other. Moruf (2015)also explains that both of them serve the same purpose to achieve a common goal. According to her, the school educates the student through the help of teachers while the library on its own offer

tutorial lecture materials to aid verbal classroom teaching which is referred to as silent function of providing materials for the pleasure of students. The library thus complements the school by encouraging private study, which is required by students and teachers who want to attain an academic height.

The school on its own cannot achieve the laudable goals of Nigerian education without the library. Although, investment in education has been accepted as a real investment, libraries are still not recognized or treated as an integral part of educational system. This is a very sad development because in 1968 the Fourth Commonwealth Education conference recognized the role of libraries and the use of the audio-visual aids in education by including these on their agenda. A committee on curriculum, libraries, textbooks and bookshop pointed out that books, libraries and bookshops are essential for the success of programmes of functional education.

II. Literature Review

Poulton(1972) stated that literature review attempts to identify, locate and synthesize completed research reports, articles, books and other materials about the specific problems of a research topic.

- **Need for school libraries and their effective use**

The width and scope of knowledge in this modern age has become extensive and diverse which has made full education within the wall of classrooms impossible. Hence, the need for good and standard libraries in our schools cannot be ignored. The quality of any education depends on the library it has or owned. The school library aids in carrying out the education plan successfully. School library contributes to the total development of its users. The effective use of library depends on the library skill acquire by the users. Before students can come out successfully, they must know how to use the library collection correctly.

In an attempt to show the importance of school library to quality education, researchers have listed several contributions that a good school library can make to quality education. The points centred on the promotion of reading skills, contribution to academic achievement increasing students' chance of success in institutions of higher education and providing students with vocational information, others include helping them to discover and develop special gifts and talents, training students to study independently and provision of up-to-date resources to meet the greatest challenge of education. It should be noted that the main objective of school library should be to train pupils in using the library, in finding out facts for themselves through books.

Fayose (1983) in her study on the "student use of school library resources in Ibadan and Benin" found out that secondary school students make use of their respective school libraries during their free period, and school libraries available in those schools studied do not follow any set of standards, no suitable accommodation, and adequate personnel to man such libraries.

- **Library Services to Teachers**

The co-operation of the school librarian with the classroom teacher is basic to actualizing an educational programme of excellence. As enumerated by Opeke (1980), the services of the school librarian to the classroom teacher include the following:

- Assisting the teacher to know exactly the resources available in the library, in the subjects, which he is teaching by way of inviting teachers in the book selection process and by mounting library display.
- Teaching the teacher how to use the book and non-book collections in the library.
- Helping the teacher plan for his class by assisting him to locate materials that are available in the school library or community for the subject or project at hand.
- Providing facilities and teaching the teacher skill in designing, production, and the use of the instructional material.
- Co-operating with the teacher to develop reading skill with the student.
- Linking the teacher with the resources of other libraries through interlibrary co-operation.
- Keeping abreast of current opportunities for attending courses and lectures and to inform teacher as it affects them.
- Providing reserved collections of books and other materials in demand for class need.
- Scheduling the use of materials so that conflicts with plans of other teachers are avoided.
- Making available to teachers through a professional collection, knowledge of recent development in their subject areas and the general field of education.

III. Statement Of The Problem

The use of school library resources by secondary school teachers in Ibadan, Akinyele Local Government Area is a matter of serious concern to every stakeholder in Oyo State secondary school system. The unfortunate truth is that, in spite of the number of studies conducted on school libraries, there is no empirical study to show the availability and the extent of utilization of school library facilities by secondary

schoolteachers in Ibadan. It is against this background that this study is aimed at correcting the lapses in previous studies. Though, this study seeks to examine the extent of use of school library resources by secondary school teachers in some selected secondary schools in Akinyele Local Government Area of Oyo State.

IV. Significance Of The Study

The result of this study which aimed at uses of school library resources in some selected secondary schools inAkinyele Local Government Area is significant for Schools and practicing school librarians who will need it to execute their library operation and enhance performance. Teachers would find the study useful as it explains the professional practice of school library thereby helping in creating more awareness of the use and usefulness of school library and its maximum usage as information resources custodian.The results of the study will also enable proprietors of both primary and secondary schools in Akinyele Local Government Area of Oyo State, and the general public appreciates the position and importance of school library provision and to take proper steps to support school library development through their moral support as well as financial contributions.

V. Objectives Of The Study

The main objective of this study is to find out how library and library resources are being used by teachers in secondary schools. Other specific objectives are:

- To find out whether there are libraries in schools in Akinyele L.G.A.
- To identify the library facilities available in the school library.
- To identify the quality and quantity of library resources available in these schools studied.
- To determine the types of services provided in school libraries.
- To find out the qualification of the staff of school libraries in secondary schools studied.
- To examine the source of funding of school libraries in Akinyele L.G.A of Oyo State.
- To find out the problems confronting use of school libraries in Akinyele L.G.A of Oyo State.
- To suggest ways of improving the library services, ways of making the materials available and the ways of utilization of library resources in secondary schools.

VI. Research Questions

The study is to provide answers to the following research questions:

- How many schools have libraries in Akinyele Local Government Area of Oyo State?
- How well-stocked are the school libraries in Akinyele Local Government Area of Oyo State?
- What type of library services are provided by the school libraries in Akinyele Local Government Area of Oyo state?
- What are the qualifications of the staff of school libraries in secondary schools studied?
- What are the sources of funding the school libraries in Akinyele Local government of Oyo state?
- How often do teachers use the Library?
- What are the constraints to the effective use of school libraries by teachers in Akinyele local government area of Oyo State?

VII. Scope Of Study

The study examines the uses of school library facilities in some selected private and public secondary schools in Akinyele local government area of Oyo State. It examined the library collections, from book to non-book materials, the location, space and staff. The study also examined the extent the teachers used the resources and the relationship between adequate funding and the development of school library. Four schools were chosen for the study, they are two private schools; Posit College, ArulogunOjo and Yinbol College, Orogun. The two public schools are; Command-Day Secondary School, Odogbo and Army-Day secondary school, Odogbo Barracks.

VIII. Research Methodology

Data were collected from respondents in all the selected schools through the use of questionnaire. With the help of the school principals the questionnaires were administered to the respondents. On the library staff in the various schools, oral interview was also conducted by the researcher. Observation on the activities, collection and condition of school libraries was not left out. This method was used to collect information where questionnaire could not be used. Simple random sampling was used in each of the four schools using percentage distribution as shown in the tables below.

IX. Result

Table 1 shows the librarian designation to be: Teacher librarian 1 (10%), school librarians 4 (40%) and Assistant librarian 5 (50%). It implies that most of the librarians are Assistant librarians or Library attendants. Table 2 shows the educational qualifications of school librarians with Ph.D 1 (10%), Master 1 (10%), First Degree 5 (50%) and NCE 3 (30%) respectively. This indicates that most school librarians possess First Degree.

Table 1: Distribution of Librarian Respondents based on Designation

Librarian Designation	Frequency	Percentage
Teacher librarian	1	10%
School librarian	4	40%
Library Assistants/Attendants	5	50%
TOTAL	**10**	**100%**

Table 2: Educational Qualification of Respondents

Librarian Qualification	Frequency	Percentage
P.hD	1	10%
Master	1	10%
First Degree	5	50%
NCE	3	30%
TOTAL	**10**	**100%**

Table 3: Number of schools with libraries

Type of School	Frequency	Percent
Public School	50	41.7%
Private School	70	58.3%
Total	**120**	**100%**

Table 3reveals that 70 (58.3%) of private schools have libraries while 50 (41.7%) of public schools have libraries.

Table 4: Stock of materials in the libraries

Materials	Available	Not Available
Textbooks	4 (40%)	6 (60%)
Reference materials	4 (40%)	6 (60%)
Newspapers/Magazines	3 (30%)	7 (70)
Computers	1 (10%)	9 (90%)
Audio-visual materials	0	0
Total	**30%**	**70%**

Table 4 reveals that textbooks and reference books or materials constituted the large volume of materials present in the libraries while other library materials constituted small volume of their collection.

Table 5: Type of services provided

Services Provided	Frequency	Percentage
Guidance on using library	52	43.4%
Lending and borrowing	22	18.3%
Assistance to secure materials	46	38.3%
TOTAL	**120**	**100%**

Table 5 reveals that 52 (43.4%) of respondents enjoyed the service of guidance on using materials, 22 (18.3%) said lending and borrowing and 46 (38.3%) said, assistance on securing materials. This implies that, there are three types of services provided, but the level of enjoyment and satisfaction to students varied.

Table 6:Sources of Funding for libraries

Variables	Frequency	Percentage
Government allocation	3	30%
Student levy	7	70%
TOTAL	**10**	**100%**

Table 6 reveals that 7 (70%) of the respondents (school librarians) claimed that student levy constituted the sources of funding for school library while the rest 3 (30%) confirmed government allocation to be the sources of funding.

Table 7: Frequency of using the school libraries by teachers.

S/N	Item	Mean
i.	Do you read in the school library regularly?	1.89
ii.	How frequently do you visit the school library to update your knowledge?	2.05
iii.	How frequently do you borrow materials from the library?	2.28
iv.	How many times do you go to the library for Newspaper or for leisure?	1.60
v.	How often do you utilize library materials in preparation of Lesson note?	2.16

From Table 7, it can be seen that most teachers in the L.G.A donot patronize the school library either for knowledge sake or leisure. This is confirmed by the meanthatis less than 2.50 accepted as being high enough to be satisfactory variable.

Table 8reveals that the problems affecting the use of school libraries are; materials not up to date, limited space, materials not well-organized, problems of staffing and infrastructure. It reveals that 70% claimed funding as one of the problems affecting the use of school libraries. Therefore, problems of funding constituted the major problem.

Table 8: Problems Encountered

Problems	Frequency	percentage
Problems encountered in using library: Materials not to up to date		
Limited space for users	5	50%
Materials not well organized	3	30%
	2	20%
Problems of school library:		
Problems of funding	7	70%
Problems of staffing	2	20%
Problems of infrastructure	1	10%
Total	**10**	**100%**

X. Discussion Of Findings

In the foregoing analysis, findings revealed that there are functional libraries in some schools especially private schools, while there are libraries in most public schools but they are non-functional libraries. This is confirmed by OdusanyanandAmusa (2002) which stated that "functional school libraries are virtually non-existence in our public secondary schools and students do not see school library as beneficial to education. This finding is in line with Udensi (2000) findings in a related study, he observed that, school administration do not appear to attach much importance to the library and thus, no place is usually identified as the library.

One other salient finding was the fact that the level ofdevelopment of school libraries in the State was poor.It then showed that there are libraries in schools in Akinyele Local Government Area, most of which are not up to standard. This is in conformity with the finding by Sturges and Neill (1998) that "majority of schools possess no library and where some semblance of a school library does exists, it is often no more than a few shelves of outdated and worn out materials, inadequately staffed and thus marginal to the teaching learning process.This finding tends to support the results of previous works (Gibbs, 1990 and Omolayole, 2001). Also,the book collection of the school libraries is inadequate andthis finding was not in contrary with those of previous researchers (Urwick and Junaidu, 1991; Collins and Martin, 1993).

Moreso, the school libraries are not properly utilized in public schools because of inadequate provision of library resources and non-exposure of some teachers to use library materials for class preparations that will improve or arouse their interest in using library as affirmed by Sharr (1994) stating the reasons for non-usage of school library as "the absence of library knowledge among teachers regarding good school library programme, lack of time by teachers to read due to multifarious activities in their personal lives and non-exposure of teachers to good library services, lack of reading culture".

The sources of funding school libraries in Akinyele Local Government Area are mainly through students levy. It then showed that the level of government intervention in funding school libraries in Oyo State is low. This was confirmed by Rosenberg (1998) that "In a number of libraries, donations, either in cash or kind provide between 90% and 100% of all acquisitions". This confirmation is also affirmed by Dike (1993) "The present state of school library development is a direct result of the level of government intervention and especially financial support" This might be responsible for non-functional of some libraries and inadequate library stock which results to ineffective use of these libraries by teachers, therefore, render the roles of library in schools system to be insignificant.

The study also revealed the problem of staffing as part of the constraints to effective use of school libraries in Akinyele Local Government Area as there are more library assistants/attendants than professional school librarians. This finding therefore, envisage that, for school libraries in Akinyele Local Government Area to move forward, attain international standard and serve as a means for achieving educational excellence all hands must be on deck.

XI. Conclusion

The result has shown that the school library is still beset with a myriad of problems, the prominent among which are lack of funds and unqualified staff. Though all the schools studied have libraries but the quality of their resources and facilities was poor.It can be concluded that, if school library is given due recognition by way of providing separate and adequate accommodation like other areas of knowledge, adequate provision of equipment facilities and other school library resources, qualified and professionally trained staff for effective running of the library, formulation of standards for school librariesi.e. the provision of standard multimedia school libraries will help to arouse the interest of the teachers to its usage and therefore produce a more educated citizenry in Nigeria.

XII. Recommendations

Based on the findings of this research, it was recommended that the school library should be provided with adequate funds to implement its programmes by government and non-government agencies and the school administrators should encourage the community for participation in school library development.There should also be the willingness to sustain libraries in all schools in Oyo State. Government should also endeavour to train librarians through human resources development programme like seminars, workshop etc. and school libraries should be equipped in accordance with acceptable standards.The school principal should encourage wide and effective use of the library by the teachers as the teachers stand to be role model to their students.

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