AVAILABILITY AND UTILIZATION OF SCHOOL LIBRARY RESOURCES IN SELECTED SECONDARY SCHOOLS (HIGH SCHOOL) IN KADUNA STATE OF NIGERIA

BY

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BEING A PROJECT SUBMITTED TO THE SCHOOL OF CONTINUING EDUCATION FEDERAL COLLEGE OF EDUCATION, KANO

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DECLARATION

I hereby declare that this Project entitled "Availability and Utilization of School Library Resources in Selected Secondary Schools (High School) in Kaduna State of Nigeria" had been written by me under the supervision of Mrs. Ohayagah

All literature consulted and cited were properly acknowledged.

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CERTIFICATION

This is to certify that this project titled "Availability and Utilization of School Library Resources in Selected Secondary Schools (High School) in Kaduna State of Nigeria" had met the requirement for the award of Post Graduate Diploma in Education (PGDE) School of Continuing Education Federal College of Education, Kano-Nigeria. .

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DEDICATION

This research work is dedicated to God Almighty, my Sweetheart Husband Albert Chikezie Ogalue and my beloved children Emmanuel Chigozie Ogalue, Daniel Chukusom Ogalue and AmazingGrace Chidera Ogalue.

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LIST OF ABBREVIATIONS

ABU   Ahmadu Bello University

ADSS   ABU Demonstration Secondary School

AFSS   Air-force Secondary School

CSS   Command Secondary School

DF   Degree of Freedom

DPSS   Director of Proprietors of Secondary Schools

EPMI   Educational Policy makers and Implementers

F   Frequency

FCE   Federal College of Education

FME   Federal Ministry of Education

FRN   Federal Republic of Nigeria

GGSS   Government Girls Secondary School

H_0   Null Hypothesis

H_1   Alternate Hypothesis

NLA   National Library Act

NLD   National Library Decree

NPE   National Policy on Education

NTI   National Teachers' Institute

OPAC   Open Access Catalouge

Sig.   Significant

SLA   School Library Project

SLMC   School Library Media Center

SSP   Secondary School Principal

T-**cal**   Table Calculated

T. tab   Table Tabulated

ABSTRACT

The study investigates Availability and Utilization of Library Resources in three selected Secondary School in Kaduna State of Nigeria. The purpose of the study is to enable librarians execute their library operation and enhance performance of teachers and students for quality teaching and learning. Six research questions were set for this study: What are the library resources available?; What type of library services are rendered?; To what extent are the library resources utilized by Teachers and students?; How relevant are the library resources to the educational development of Teachers and Students?; What are the challenges that militate against the use of library?; What are the relationships and differences between variables in the study? Quantitative Research Method was used. Survey Research Design was adopted. Population of this study consist of 260 Teachers and 3,580 Students from 3 schools in the 3 Senatorial Zones of Kaduna State. Stratified Random Sampling Technique was used to select 68 Teachers and 101 students. Questionnaire was the instrument used for data collection which were presented and analyzed using Descriptive Statistics and Inferential Statistics. Findings of this study reveals that, basic library facilities with adequate books in core subject are available, current awareness and reference services were satisfactory, Library is used regularly, reading habit is developed, but no interlibrary loan services, no library period in the school time table, library open hour is restricted to school hours, no library-display/event day, no audio visual/electronic resources and there is poor orientation on the use of library. The study concluded that the School Libraries under study are insignificant in providing quality education and suggest for effective library services.

CHAPTER ONE

INTRODUCTION

1.1   Background to the study

The library is the backbone of all educational institutions that provides a wide range of information resources and the right type of information resources that empowers the educational institutions to generate extremely resourceful individuals to influence progressively on nationwide advancement. School libraries in the educational institutions such as pre-primary, primary and secondary schools are important to the life-wire and foundational up-bringing of children. This is because they primarily stock materials that are of interest and developmental growth for young, teenagers and youths of the era.

School libraries are known as learning laboratory for the school. They provide the total learning package required by the students and their teachers. A library also plays an important role in enhancing a teacher's effectiveness and classroom performance. It promotes individual and group learning, helps in developing students' vocabulary, enhancing comprehension, developing the habit of silent reading and developing problem-solving attitude among students

Effective school libraries Help teachers integrate information literacy skills into learning activities. Promote information literacy by helping students develop skills to find, evaluate, use, create and share information and knowledge. Enrich student reading experiences and develop independent reading skills. School librarians offer information literacy and technology instruction that is crucial for 21st century learners, particularly marginalized at-risk learners who may not have access to resources and computers in their homes. Furthermore, school libraries can provide students equal access to print and digital resources to help close the gap between privileged and at-risk students. A school library is a library within a school where students, staff, and often, parents of a public or private school have access to a variety of resources.

Vicki (2004) and Whitefish (2004) have shown with clarity the importance of developing library services in the high school environment. This was achieved by their in-depth collections of data for the 21st century libraries in high schools. Also Robin (2005) confirmed that any high school without an efficient and effective library is com-parable to a car without engine.

In view of the above, issues that have to do with educational standards cannot be properly addressed in isolation of the school library. In Nigeria, especially, as it is in some other parts of the world, the controversial opinion that the standard of education has fallen has generated hot arguments in many quarters. In the midst of these counter arguments; the National Policy on Education (NPE) (1981); the present author recognized the library as one of the most important educational institutions for development Fayose (1998).

To Onohwakpor, (2007)) 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. This means that, a school library assists and supports the educational program of the schools by storing instructional materials for use in teaching and learning Ifidon (1996). 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. This concern alerted initiated the study. These burning issues will be addressed in this work with a view

to contributing to the improvement of educational standards through proper placement of library services in schools. This study seeks to examine the availability and utilization of school library resources by secondary school students in three (3) selected secondary schools in Kaduna State of Nigeria.

1. Ahmadu Bello University Demonstration Secondary School is located in Zaria Kaduna North Senatorial Zone established in 1984

2. Air-force Comprehensive School Kaduna is located in Kawo Kaduna Central Senatorial Zone established in 1983

3. Command Secondary School Kaduna is Located in Sabo Kaduna South Senatorial Zone established in 1977

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1.2   Statement of the problem

Issues of educational standards cannot be properly addressed in isolation of the school library. In Nigeria, the controversial opinion that the standard of education has fallen has generated a lot of arguments by scholars and researchers as possible factors responsible for this development. However in the midst of these counter arguments; the National Policy on Education (1981); recognized the library as one of the most important educational institutions for

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development Despite the importance of library in secondary education it is sad to observe that secondary schools are established without functional libraries Robin (2005). Any secondary school without an efficient and effective library is comparable to a car without engine. It is on this note that the researcher sees the need to go into this research with a view of contributing to the improvement of educational standards through proper placement of library services in secondary schools.

1.3   Objectives of the study

The main objective of this study is to find out the available library resources and how they are being utilized by students and teachers in secondary schools under study and the specific objectives is to:

1. Identify the available library resources in the Schools under study

2. Evaluate type of library service offered in the schools under study

3. Determine the extent to which the library is utilized by staff and students of the schools under study

4. Examine the relevance of library resources to the educational development of staff and students of the schools under study

5. Identify the challenges associated with the use of library in the schools under study.

6. To identify if there are relationship or differences between variables in the study

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1.4   Research questions

This study will provide answers to the following questions:

1. What are the library resources available in the schools under study?

2. What type of library services are rendered in the schools under study?

3. To what extent are the library resources utilized by student and teachers in the schools under study?

4. How relevant are the library resources to the educational development of staff and student in the schools under study?

5. What are the challenges that militate against the use of library in the schools under study?

6. What are the relationships or differences between variables in the study?

1.5   Research Hypothesis

The research hypotheses arising from the research questions and for the purpose of this study are as follows;

1. There is no significant relationship between availability of school libraries resources and use of school library resources.

2. There is no significant relationship between library services and the use of library.

3. There is no significant relationship between the use of school library and educational development

4. There is no significant difference in utilizing the school library resources between teachers and students.

1.6   Significance of the study

This study which aimed at investigating the availability and utilization of school library resources in some selected secondary schools in Kaduna State of Nigeria is significant for the following reasons:

Schools and practicing teacher-librarians would need this study to execute their library operation and enhance performance.

Librarians in training and library educators would find this study a worthy companion as it would provide and enrich literature for effective teaching and learning in schools.

Secondary Schools Principals (SSP), Directors and Proprietors of Secondary Schools (DPSS) would benefit from the study, as it would

unmask the role of the school library in secondary school system of education, especially as it relates to enhancing education.

The findings of the study would therefore serve as a valuable working document in the hands of Educational Administrators in finding a long lasting solution to the problem of falling standard of education in the country.

This study would also be of immense benefit to educational policy makers and implementers (EPMI) as it would serve as a guide in formulating and implementing relevant educational policies relating to school library services.

Students 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.

1.7   Scope of the study

The study will examine the availability and utilization of school library resources and facilities in Six (6) selected secondary schools in Kaduna State.

1.8   Limitations of the study

The study will be limited to six (6) secondary schools in Kaduna State. The research will not cover the entire schools in Kaduna State, obviously due to their large numbers, time and the cost implication of carrying out such a research.

1.9   Definition of terms

Availability: Ability to store up to date materials in the library

School: A *school* is an educational institution designed to provide learning spaces and learning environments for the teaching of students (or "pupils") under the direction of teachers.

Library: a building or room containing collections of books, periodicals, and sometimes films and recorded music for use or borrowing

Utilization: the ease with which users can complete their intended tasks from a retrieved library material.

School library: A *school library* is a *library* within a *school* where students and staff have access to a variety of resources.

National library: A *national library* is a library established by a government as a country's preeminent repository of information Resources.

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CHAPTER TWO

Review of Related Literature

2.1   Introduction

This chapter will review literature related to the study and the review

will be done under the following subheadings:-

2.2   Concepts and Significance of School Libraries

    2.2.1 Concept of School Library

    2.2.2. History of School Libraries

    2.2.3 Importance of school Library

    2.2.4 The Significance of School Library

2.3   Types of resources for School Library

2.4   Services Rendered by School Librarians

2.5.   Utilization of School Library

2.6   Relevance of School Library to Educational Development.

2.7.   Challenges Militating against effective use of School Library

2.8.   Theoretical frameworks

2.2.1 Concept of School Library

School Library has been variously defined, in Fayose (1995), as that part of the school where collection of books, periodicals, magazines and newspapers, films and film strips, video tapes, recording of all types, slides, computer study kits and other information bearing resources are housed for use by teachers and pupils for learning, recreational activities, personal interest and interpersonal relationship of children in a school.

In the same perspective Ibrahim (1999) see school library as a learning laboratory whose equipment includes; Books, magazines, newspapers, filmstrips, tapes, slides, recordings, transparencies, art painting and other types of teaching and learning materials.

According to Okiy (1998) the term school library encompasses a collection of anything which can be needed for educational purpose. Fadero (1998) indicated that; *"The school library is a medium of education and it plays a similar role in our curriculum as the science or language laboratories".*

Based on the aforementioned, Ekechukwu (1999) view school library as an integral part of the institution's programme and not just shelves

of books in a school or a periodical mobile library services but school library resources which are centrally housed in a school and organized by staff that are professionally prepared to administer its services and activities to teachers and students.

Akanwa (2007) also expressed an idea similar to the above in her consideration of school library as an integral part of the school. She pointed out that, it is a laboratory where many activities and experiments are carried out, and all these activities and experiments are geared towards the development of the child and the nation.

Bower (1971) explained that a school library is a marriage of planned space and climate, services, instruction and personnel which operate as an integral part of the entire school environment.

A school library is an academic library that supports school programs as well as the teaching and learning process. School libraries serve students by providing materials to meet their various needs and encouraging reading and the use of libraries (Clark 1999).

A school library is a library within a school where students, staff, and often, parents of a public or private school have access to a variety of resources. Wikipedia (2019)

However, based on the above concepts on school library, the researcher sees the school library as a child of necessity for every school. The school library is a central hub supporting every student and staff member, the library combines several elements — library staff, resources, and space. Each of these plays an important part in supporting teaching and learning. School libraries are most effective when these elements combine to form an integrated whole. The school library provides Children and their teachers with relevant resources and the expertise of a librarian to succeed.

2.2.2. History of School Libraries

According to Fayose (1998), Library services to schools have evolved since the late 1800s from public or state library book wagons to informal classroom collections to what we know today. The later part of the 19th century marked the beginning of the modern American library movement with the creation of the American Library Association (ALA) in 1876 by a group of librarians led by Melvil Dewey. At these beginning stages of development, the school libraries were primarily made up of small collections with the school librarian playing primarily a clerical role.

Dewey wrote that "a broad conception at the end of the century of the work of the schools is simply this, to teach the children to think accurately, with strength and with speed. If it is in the school that they get their start, then where do they get their education?"

1920 marked the first effort by the library and education communities to evaluate school libraries with the publication of the *Certain Report*, which provided the first yardstick for evaluating school libraries.

By the 1940s, 40% of schools indicated the presence of classroom collections. Around 18% reported having centralized libraries. City schools reported 48% and rural schools reported 12%. School libraries experienced another major push following the launch of Sputnik in 1957, which forced the United States to re-evaluate its priorities for math and science education.. As a result, the 1960s were one of the greatest periods of growth and development for school libraries due to an increased flow of money and support from the private sector and public funding for education. Most notable during this time was the *Knapp School Libraries Project* (SLP) which established model school library media centers (SLMC) across the country. Hundreds of new school libraries were expanded and renovated during this time.

2.2.3 Importance of School Library

A library is an important source of knowledge to young minds in schools. It develops the important habit of reading among the students. School libraries help to: Impact positively on the academic achievement of the students. Students can perform better during examination by reading various books.

Wikipedia (2019) identifies the following as importance of school library

- Offer quality programs that support the curriculum.
- Help teachers integrate information literacy skills into learning activities.
- Promote information literacy by helping students develop skills to find, evaluate, use, create and share information and knowledge.
- Enrich student reading experiences and develop independent reading skills.
- Support teaching and learning strategies.
- Provide teachers with professional support.
- Source and deliver suitable and current resources in multiple formats.
- Maintain collections that meet the needs of the school community.
- Use current technologies to provide easy access to information.
- Adopt flexible design principles.

2.2.5 The Significance of School Library

Findings from the study also enhance understanding of the role that the school library plays in promoting voluntary reading. Such understanding is relevant to education policymakers, as it helps them to appreciate the contributions that a school library can make to the education of young people.

2.3 Types of Resources in School Library

The Federal Ministry of Education (FME) in its minimum standard for school libraries recommended the following types of library resources for school libraries collection: reference books, non-fiction including text books, supplementary orders -materials (easy to read books) and fiction - story books, cartoons, novels (Arua and Chinaka ,2011). They continued that the establishment of school libraries collection with variety of reading materials is one thing but the exploitation of such resources to achieve one's end is another.

Akintunde (2010) opined that the greatest concentration of information sources and information resources are found in the library and that a school that deprives her students of a library is at a great

disadvantage because such students cannot become voluntary and lifelong readers.

On the many educational reforms brought by various governments, Abdulahi (2008) said that the need to provide adequate educational resources like human resources, library resources and infrastructure has continued to be the focal point on major policy decisions towards enhancing the quality of learning in secondary school. Bonny (2006) agrees that the adequate provision and utilization of such resources like the library will to a great extent help in bridging the quality gap in educational services among secondary schools and enhance their performances.

Similarly, Elaturoti (2008), said that library resources consist of both print and non-print media, like books, periodicals, newspaper, pamphlets, brochure, ephemerals, photographs, slides, audiotapes, filmstrips, motion films, video tapes, computer diskettes and realia which are organized to broaden reading and the learning horizon of students and other library users. The availability and utilization of these resources has proved to be worthwhile in enhancing academic performance.

However, Omah and Oghenetega (2016) in their study on strategy for effective utilization of school library resources in Karim Lamido Local Government area of Taraba State Nigeria concluded that there is poor availability of library resources in secondary schools in Lamido Local Government Area of Taraba State.

2.4   Services Rendered by School Librarians

Owate, C.N. and Okpa Iroha (2013) identified services rendered by school Librarian to include: Counseling, Current Awareness, Inter-library Cooperation, User Education, Circulation, Reference Services and result on the study they conducted shows that School library Services were very poor in the schools under study. None of the respondents received user education and Reference Services. Their analysis shows that the school library Services in these selected schools were not effective and therefore not complete.

According to encyclopedia Britanica 2016 The school librarian performs four main leadership services: teacher, instructional partner, Information Literacy Services Library Exhibition services, Library Referral Services, information specialist, and program administrator.

Teaching Services: School librarians may read to children, assist them in selecting books, and assist with schoolwork. Some school librarians see classes on a "flexible schedule". A flexible schedule means that rather than having students come to the library for instruction at a fixed time every week, the classroom teacher schedules library time when the expertise of the school librarian, library and information skills, or materials are needed as part of a learning experience.

Instructional partner Services: school librarians collaborate with classroom teachers to create independent learners by fostering students' research, information literacy, technology, communication, and critical thinking skills. Many times librarians are also responsible for repairing damaged books and periodicals

Information Literacy Services: This includes library orientation to freshers to acquaint them with the facilities and resources in the library, the arrangement and services offered. User education service is also provided for 100 level students as GES course. Also, training sessions are arranged for lecturers and students on how to maximize e-resources for teaching, learning and research.

Exhibition Services: Organized to sensitize users to certain materials in a given field or area in the library collection and to create awareness and education

Referral Services: The library issues referral letters to users who may want to access the resources of other libraries.

As information specialists: school librarians develop a resource base for the school by using the curriculum and student interests to identify and obtain library materials, organize and maintain the library collection in order to promote independent reading and lifelong learning. Materials in the library collection can be located using the catalogue card and Online Public Access Catalog (OPAC)

Program administrators Services: school librarians define, lead, and manage school library media programs by establishing library policies; overseeing the library budget; planning the physical and virtual library space; and maintaining a welcoming, positive, and innovative learning atmosphere. Librarians also maintain the collection by adding items to enhance curriculum and entice readers in order to have a good relationships with the patrons, both teachers and

students. Many times, librarians are also responsible for repairing damaged books and periodicals

Librarians in user services: services such as reference and children's librarians, work with patrons to help them find the information they need. The job involves analyzing users' needs to determine what information is appropriate and searching for, acquiring, and providing the information.

2.5. Utilization of School Library

It is right to say that, for the school, be it primary, secondary (post primary) or tertiary to achieve its objectives, well equipped and functional libraries should be established and most importantly be put to optimal utilization. Edoka (2000) posited that a library no matter how equipped without commensurate usage is as good as not having one and a waste of scarce fund. A study conducted by Owate, C.N. and Okpa Iroha (2013) revealed that students and staff only use school library during school hours not regularly.

2.6 Relevance of School Library to Educational Development.

According to UNESCO/ IFLA (2012) the school library provides information and ideas that are fundamental to functioning successfully

in today's information and knowledge-based society. The importance of school libraries in education according to Dike in Edom (2010) include; encouraging readership, extending learning resources, developing learning skills, developing critical thoughts, developing values, attitudes and appreciations and assisting with developmental tasks. The school library equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens. Inculcating in our children the culture of independent reading/study

The relevance of school library cannot be over emphasized. A library is a relevant source of knowledge to young minds in schools. It develops the important habit of reading among the students.

A study conducted by Owate, C.N. and Okpa Iroha (2013) on the *relevant of school library to students' educational development, the result from the data* collected revealed that school library supports and reinforces the learning of school subjects. It also revealed that school libraries help students develop reading habit and self-study. The respondents also agreed that school libraries provides needed information and reference services, helps students have knowledge of books and authors and as well enable students have knowledge of

career opportunities. The findings therefore suggest that effective school library services advance the educational development of students.

The researcher is of the view that Students use the materials in school libraries to perform their class work. And other relevance of the school library includes the following:

1. Impact positively on the academic achievement of the students. Students can perform better during examination by reading various books.

2. Facilitate the work of the classroom teacher and ensures each student has equitable access to resources, irrespective of home opportunities or constraints.

3. Run independent learning programs, which integrate information resources and technologies.

4. Equip students with the skills necessary to succeed in a constantly changing technological, social and economic environment.

5. Collaborate with classroom teachers to plan, implement and evaluate inquiry-based programs that will ensure students acquire skills to collect, critically analyse and organize information, problem-solve and communicate their findings.

6. Provide and promote quality fiction to develop and sustain in students the habit of reading for pleasure and to enrich students' intellectual, aesthetic, cultural and emotional growth.

7. Cater for differences in learning and teaching styles through the provision of, and equality of access to, a wide range of curriculum resources – fiction and non-fiction, digital, print, audio and video.

8. Provide teachers with access to relevant curriculum information and professional development materials within and outside the school; and opportunities to cooperatively plan, implement and evaluate learning program

2.7. Challenges Militating against effective use of School Library

Scholars have overtime x-rayed the challenges facing students in using school libraries. In their study Benard and Dulle (2014) citing Adeyemi (2009) revealed that poor quality of school library resources, scarcity of current reading and research materials were the challenges facing students in using school libraries. Furthermore, Arua (2011) observed that poor library accommodation; library orientation and limited library hours were the major problems militating against the use of school libraries. While Okiy (2006) stated that there is no clear cut policy on funding school libraries and so they are generally few

and ill equipped, lacking proper accommodation, qualified staff, relevant information resources such as books and other educational materials. In South Africa, Benard and Dulle cited Patron-Ash (2012), as revealing in his study that some of the major problems facing school libraries include the lack of a national policy, library information resources, theft of computers because of lack of security, as well as the poor understanding by teachers of the role the library play in teaching and Learning.

The World Bank (2008) cited in Benard and Dulle (2014) in their study on school libraries observed the following problems as facing school libraries in Sub- Saharan African countries including Tanzania:

1. Critically inadequate funding, with little or no government financial support and only occasional donor support, which leaves most of the burden of library.

2. Financial support on parents who are already overstretched with the other costs of secondary education.

3. Lack of sufficient library premises, which are usually just converted classrooms with insufficient space, shelving, furniture, equipment or security.

4. Lack of money to undertake regular maintenance. Thus amenities tend to   deteriorate rapidly.

5. Where library collection exists it is generally old and often irrelevant to current curricula and teacher/student interests. More often than not there is virtually no appropriate collection available at all and there are rarely budgets for stock upgrading or replenishment.

6. Heavy collection wear and tear, theft, loss and damage etc caused by poor security, pest and fungal damage, theft, and so forth.

7. Lack of understanding by both teachers and students of the role and function of a school library and thus an increasing inability to use libraries properly even if they are well established.

8. Untrained school librarians and poor training and overloading of teacher librarians.

   Poor library management systems for overstretched and poorly paid teachers the workload involved in selecting, ordering, receiving, cataloguing, Managing loans and returns, re-shelving, repairs, and so forth is simply too much and even when funds are available basic management systems are often not up to standard.

2.8. Theoretical framework/Conceptual Framework

The use of theoretical framework in research is very important because it guides the researcher on the theoretical underpinning of the theories, models and framework that form the basis of any idea or rationale. For any system such as School Library to be acceptable and usable it must be organized in line with the needs and desirability of users. To achieve that, the Librarian must render needed services to enhance teaching, learning and to achieve the aim of school curriculum.

The theory that will be adapted for this study is the System's theory of input-output model developed by Ludwig Von Bertalanffy in 1956. The theory, according to Koontz and Weihrich, (1988) postulates that an organized enterprise does not exist in a vacuum it is dependent on its environment in which it is established. They added that the inputs from the environment are received by the organization, which then transforms them into outputs. As adapted in this study, the educational resources (School library as Input) implemented as part of the educational programms in the School, these school Library is

managed by the School System and the output is seen from the result of the students.

Robbins (1980) argued that organizations were increasingly described as absorbers, processors and generators and that the organizational system could be envisioned as made up of several interdependent factors. System advocates, according to Robbins (1980) have recognized that a change in any factor within the organization has an impact on all other organizational or subsystem components. Thus the inputs, the processors and the generators should function well in order to achieve the desired outcome.

The selection of the model is based on the belief that, the quality of input invariably affects quality of output. Invariably, the quality and quantity of inputs into a programme contribute significantly to bridge the gap that led to the initiation of such programmes, therefore determine the success of such educational programme initiative the input must be adequate (Asodike & Ebong, 2012). If the inputs are inadequate, poor, or unavailable, the implementation process will be as defective as the output. However, if inputs are available, relevant,

and reasonably adequate, there is probability that the output will be of high standard.

Figure 1:   Conceptual framework for the study

Independent variable(s)	Dependent variable(s)
School Library • Type of Library Resources available • Utilization of the school Library • Library services by Professional Librarian	Secondary School Education

Extraneous Variables

• Library Facilities
• School Management System
• Qualified Librarian for effective Service Delivery
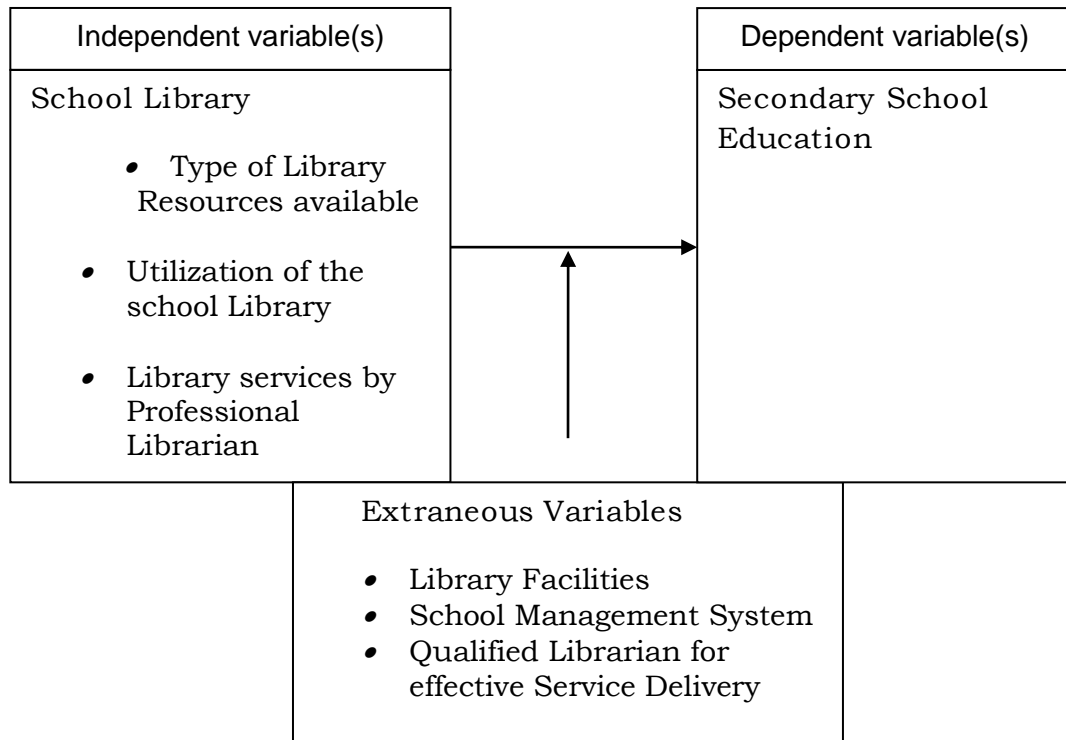
Figure 1 shows the linkage between different factors. It shows that, secondary school education as a dependent variable is related to the school library which is independent variables that deals with available Resources, Utilization of the resources and library services rendered to users. In this case, the School Library being a subsystem of a School must make its useful contribution towards the mandate of the larger system (Secondary Schools) that is to provide lifelong Library resources to aid teaching and learning.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This chapter presents the research design and methodology employed in this study. The chapter is discussed under the following sub-headings:-

3.2   Research Design

3.3   Report of preliminary study

3.4   Population of the study

3.5   Sampling Techniques

3.6   Sample Size

3.7   Instrument for Data collection

3.8.   Validity of the Instrument and Reliability of the Instrument

3.8.1 Validity of the Instrument

3.8.2 Reliability of the Instrument

3.9   Method of Data Collection

3.10. Method of Data Analysis

3.2   Research Design

Quantitative Research Method was used in conducting this research because the researcher predetermined the questions and collate quantifiable numerical data that was analyzed using statistical tools. Survey research design was used for this study because the research deals with the opinion of large population and Survey design deals with critical examination to find out the views, opinions attitudes, beliefs and perception of a large population in relation to a particular problem. The choice of the design was based on the opinion of Kerlinger (2005) that emphasized that this design should be employed when a research work involves the use of questionnaire to seek the opinions of respondents. The design was considered suitable because it enables the researcher to understand the social phenomenon from the participants' perspective. It constitutes the most convenient way to obtain real facts and figures needed for the research.

3.3   Report of preliminary study

A preliminary study was conducted in the three (3) selected Schools from July 16th 2019 to July 21th 2019 as a roadmap to this study, the objectives of the preliminary study was to generate information about:

➢ Availability of Library in the selected schools.

- Total number of Teaching Staff in the selected Schools

- Total number of Students in the selected Schools

- Total Number of Librarian in the selected schools

- Qualifications of Librarians in the selected Schools.

Oral interview was used to generate information from Vice Principal Academic of the three selected schools. Library sections of the Selected Schools were visited to see the available facilities and information resources. Findings of the preliminary shows availability of library in the three selected schools, a total population of three thousand five hundred and eighty students in the three selected schools and a total number of two hundred and sixty teaching staff in the three selected schools. Total number of sixteen library staff in the ratio of 7:5:4 among the selected secondary schools. Table1 gives a breakdown of generated information from the interview.

Table 1:   Preliminary study

Senatorial Zones	Name of School	No of Staff	No of Students	No of Librarians	Qualification of Librarians
Kaduna North	ABU Demonstration Secondary School Samaru Zaria	100	1, 179	07	- MLS= 01 - Diploma = 03 - SSCE = 03
Kaduna Central	Air-force Comprehensive School Kaduna	121	719	05	- MLS = 1 - B. ED = 4
Kaduna South	Command Secondary School Sabon Tasha	129	1,682	04	- BLIS= 2 - Diploma = 2
Total		260	3,580	16	

3.3   Population of the Study

Research population comprises the entire elements upon which researches are carried out. According to Castillo (2015), "A research population is generally a collection of individuals or objects that is the main focus of a scientific query". The population of this study consists of the school library users (Students and Teachers) of 3 (3) Secondary Schools which was selected from different part of Kaduna State. The

choice of these set of people in this study is that they form the major group that provides answer to the research questions. The population for this study comprises of three thousand, five hundred and eighty students (3,580) and two hundred and sixty (260) Teachers. Given a sum total of three thousand, eight hundred and forty (3, 840). Table 2 showed a breakdown according to Kaduna State Senatorial Zones.

Table 2: Population for the Study by Senatorial Zones

Senatorial Zones	**Name of School**	**No of Staff**	**No of Students**	**Total**
Kaduna North	ABU Demonstration Secondary School Samaru Zaria	100	1, 179	1,279
Kaduna Central	Air-force Comprehensive School Kaduna	121	719	840
Kaduna South	Command Secondary School Sabon Tasha	129	1,682	1,811
Total		260	3,580	3,840

3.4   Sampling Techniques

Sample is a representative element from a group or population. According to Mugo (2016) "Sampling is the act, process, of selecting a suitable representative part of a population for the purpose of determining parameters or characteristics of the whole population". Sampling Technique is a systematic process of selecting required proportion of a target population; they are used when a part of the population is to be studied William (2013). A Stratified Random Sampling technique was employed to select the sample for this study. Schools in Kaduna State were grouped into strata based on the three senatorial Zones in Kaduna State which includes: Kaduna North, Kaduna Central and Kaduna South. Each of these senatorial Zones is regarded as a stratum from which one high school was selected from each stratum to form a representative sample. The choice of Stratified sampling is based on the opinion of Nickolas (2017) who opined that, Stratified sampling divides a population into subgroups or strata and a random sample are taken in proportion of the population from each strata created. And Abiola (2017) opines that stratified sampling ensures that every sub-group is represented in the same proportion based on their population

3.5   Sample Size

A sample size of sixty eight teachers was drawn from the total population of two hundred and sixty (260) Teachers in the three selected Schools in Kaduna State. And one hundred and one (101) Students were drawn from a total population of three thousand five hundred and eighty students of the three selected Schools in Kaduna State. That is, 10% of the population was used as sample size. This was Justify by Morgan 1975 who opined that 10% of population can be a representative sample. The sample will be made up of thirty six (36) teachers and students from each of the secondary schools. This sampling technique was considered appropriate because there are two main different categories of elements that make up the sample – students and teachers. Thus, each of these categories will be seen as a stratum.

Table 3:   Sample Size

Status	Senatorial Zones	School	Population	Sample size	Percentage
Teachers	Kaduna North	ABU Demonstration Secondary School Samaru Zaria	100	26	38.2
	Kaduna Central	Air-force Secondary School Kaduna	121	22	32.4
	Kaduna South	Command Secondary School Sabon Tasha	129	20	29.4
	Total		**260**	**68**	**100**
Students	Kaduna North	ABU Demonstration Secondary School Samaru Zaria	1, 179	30	30
	Kaduna Central	Air-force Comprehensive School Kaduna	719	50	50
	Kaduna South	Command Secondary School Sabon Tasha	1,682	21	20
	Total		**3,580**	**101**	**100**

3.6   Instrument for Data Collection

Primary and Secondary method of data collection will be used for this research. In order to provide relevant, related and reliable data for this Study, the primary sources of data collection for this research will be questionnaire and observation, whereas the secondary instruments will be literature review from existing work in relation to this research. Questionnaire is an instrument of data collection and is considered as the most convenient and easy method of data collection. It is believed to reduce cost and energy, and it usually gives adequate information for analyzing the goal of the research work. The questionnaires in this research will be structured in six (6) sections 'A', 'B', 'C' 'D', 'E' and 'F'. Section 'A' will be made up of questions to collect demographic (personal) data. Section 'B' to 'F' will comprise of items based on the research questions of the study.

3.7   Validity of the Instrument and Reliability of the Instrument:

3.7.1 Validity of the Instrument

In order to ensure that the Instrument is capable of eliciting the required data and information from the respondents, it will be subjected to face validation by experts to check and make necessary

observation, corrections and amendments to strengthen the instrument Aliyu (2011). To carry out validation exercise of the instrument, copies of the questionnaire along with the Research problem and objective of the study will be scrutinized by professional Librarians and research experts to ascertain their construct, face and content validity in order to allow for reliability of use.

3.7.2 Reliability of the Instrument

Reliability is often used to refer to the consistency of survey responses over time A pilot study will be conducted at Government Girls Secondary School Zaria to determine the reliability of the Instrument. The choice of GGSS Zaria is based on the fact that the school is also a popular High School in Kaduna State. Twenty (20) copies of the questionnaire will be administered to GGSS Staff and Student. Rossi (2016) state that small sample are adequate for testing measuring instrument. Guttman Spilt Half Reliability will be used and Spearman Brown Formula will be adopted to analyze the collected data. If the result gives reliability co-efficient of 0.50 to 1, the instrument will be considered reliable. Rossi (2016) testified that, for a scale to be considered reliable, it should have an alpha value of 0.50 to 1.

3.8   Method of Data Collection

The researcher will personally administer the instrument to the selected schools during the break period within 10 minutes. And the six (6) schools will be covered in 6 school days i.e. one schools per day during the break periods.

3.9   Method of Data Analysis

In method of data analysis, the data that will be collected for this research will be presented using descriptive statistics. Data will be organized and summarized using frequency distribution tables and simple percentages. Inferential statistics will be used to analyze the research question formulated for decision making and generalization. In this regards, co-relational analysis will be used to check for existence of relationship. In the analysis, if the t-value is greater than the P-value the null hypothesis will be rejected but if the t-value of any of the null hypothesis is less than the P-value the null hypothesis will be retained. And all the null hypotheses will be tested at significance level of 0.05.

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CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.1 Introduction

The analysis of data was based on three (3) selected secondary schools in Kaduna State, data collected from this study has been collated, presented, analyzed and interpreted in this section under the following sub headings:-

4.2 Presentation and Interpretation of data

4.2.1 Response rate of the Academic Staff and Student

4.3 Data analysis discussion and findings

4.3.1 Descriptive Analysis

4.3.2 Inferential Analysis

4.2 Presentation and Interpretation of data

Data collected from the respondents are presented as follows:

4.2.1 Response Rate of Teaching Staff and Students

A total of one hundred and sixty nine (169) copies of questionnaire were distributed to the respondents, a total of 169 (100%) were duly

completed, returned and found useful for analysis. This high response rate was due to the fact that the Vice Principal Academics of the schools allows the researcher to share the questionnaires during the school hours when the staff and students were in there classes. However, the researcher's ability in establishing good public relation with respondents brought about the completion of some of the questionnaire by some respondent within 10 minutes. . The response rate of the Teaching Staff and Students of the three selected schools in Kaduna State is shown in Table 4

Table 4: Response Rates of Respondents.

Status of the respondent	Freq.	Percentages
Teachers	68	60%
Students	101	40%
Total	169	100%

Table 5: Status of Respondent

S/N	Respondents	Numbers of Questionnaire Distributed	Numbers of Questionnaires Completed and Returned	Percentage
	Teachers	68	68	60%
	Students	101	101	40%
	Total	169	169	100%

Figure 2 Status of Respondent
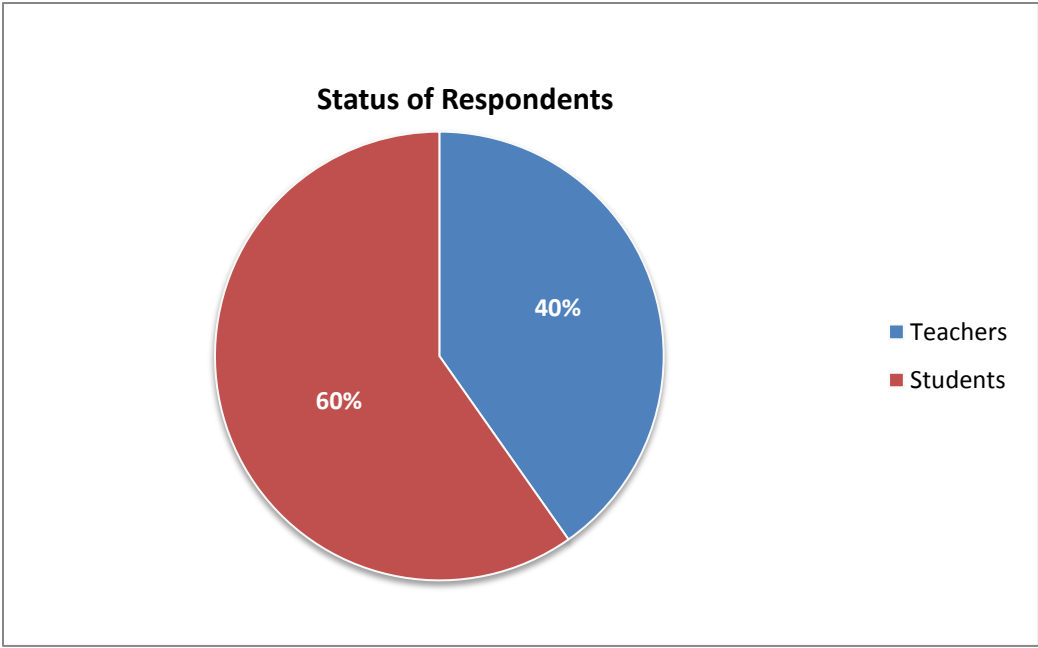
Table 5 and Figure 2 shows there are sixty eight (68) Teachers which represent 40% and one hundred and one (101) Students which represent 60%. This implies that there are more students than the teachers based on population of the study.

Table 6 Ages of Respondents

Years	11-20	21-30	31-40	41-50	51-60	Total
Student	100	1	0	0	0	101
Teacher	0	14	11	41	2	68
Total	100	15	11	41	2	169

Figure 3 Ages of Respondents
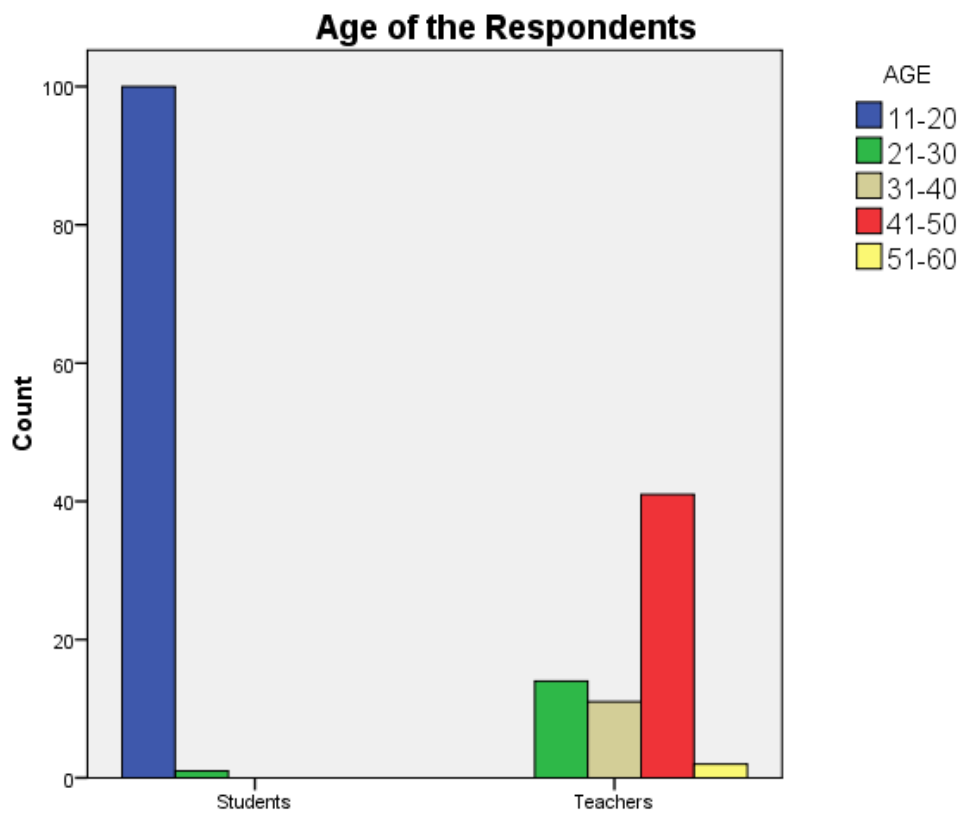
The Age distribution of the respondents was presented in Table 6 and

Figure 3. The result shows that majority of the students are within the

age of 11-20 years of age. While majority of the Teachers are within the age of 41-50 years of Age. This age range is in agreement with the 6:3:3:4 educational systems recommended for students by the Federal Ministry of Education.

Gender Distribution of Respondents

The gender distribution of the respondents was presented in Table 7 and Figure 4. This was to enable the researcher have a picture of the gender of the Teaching Staff and Students in the three selected school of study.

Table 7: **Gender Distribution of the Teaching Staff and Students**

Gender	Teaching Staff			Students			Total	
	Freq.	**%**		**Freq.**	**%**		**Freq.**	**%**
Male	22	32		70	69		92	54%
Female	46	68		31	31		77	46%
Total	**68**	**100**		**159**	**100**		169	**100**

Figure 4: **Gender Distribution of the Respondents**
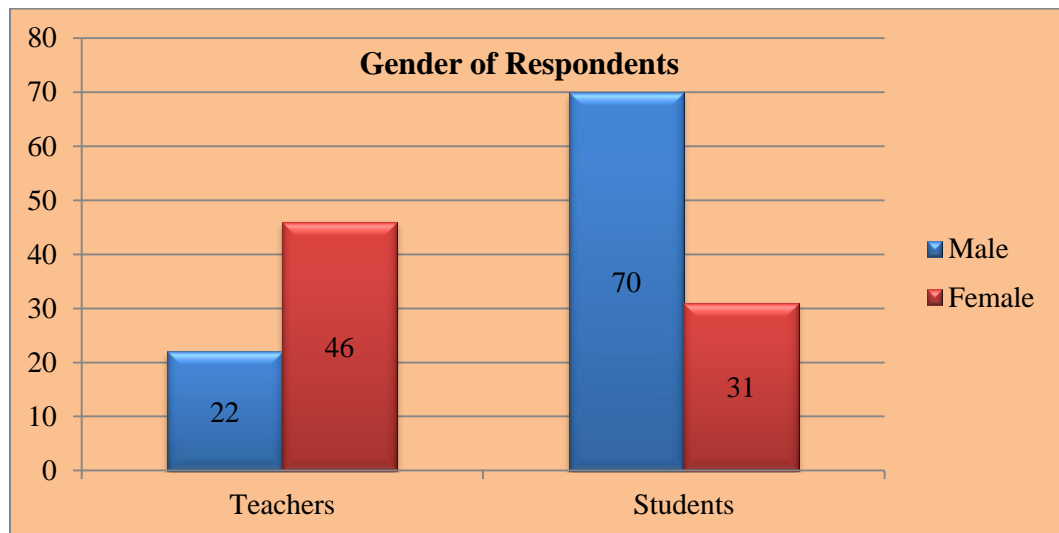
Table 7 Figure 4 revealed that 92 (54%) of the respondents were male while 77 (46%) respondent were females. This revealed that there are more male respondents than female respondent. However the female responses rate is high, this tends to supports the issue of promoting female education for achievement of the Millennium Development Goal. There is need to maintain gender equity in admission into the Secondary Education.

4.3   Data Analysis and Discussion

The Data collected for the study were analysed and discussed under two sub headings: Descriptive analysis and inferential analysis.

4.3.1 Descriptive Analysis In this section, the data collected for the study in relation to answering research questions raised in the study were

discussed and analyzed. Frequency distribution tables and percentages were used to compute and present the results.

4.3.2 Research Question one (1) what are the library Facilities/Resources Available in the schools under study?

One of the aims of the research was to identify Available library resources to Teachers and Students in the selected school of study in Kaduna Sate. In order to achieve this objective, a list of various Library Facilities/Resources was provided for the Teachers and Students to thick the ones that is available for them. Table 8, 9 and figure 5.6 showed available Library Facilities/Resources to Teachers and students in the selected schools of study.

Table 8: Availability of Library Facilities in the Selected Schools

	ADSS Zaria	AFCS Kaduna	CSS Sabo	Total
School Library	56	72	41	169
Adequacy of Table	56	64	37	157
Adequacy of Chairs	56	63	37	156

Brightness /Ventilation	55	68	41	164
Fan/Air conditioner	55	66	38	159

Figure 5: Availability of Library Facilities
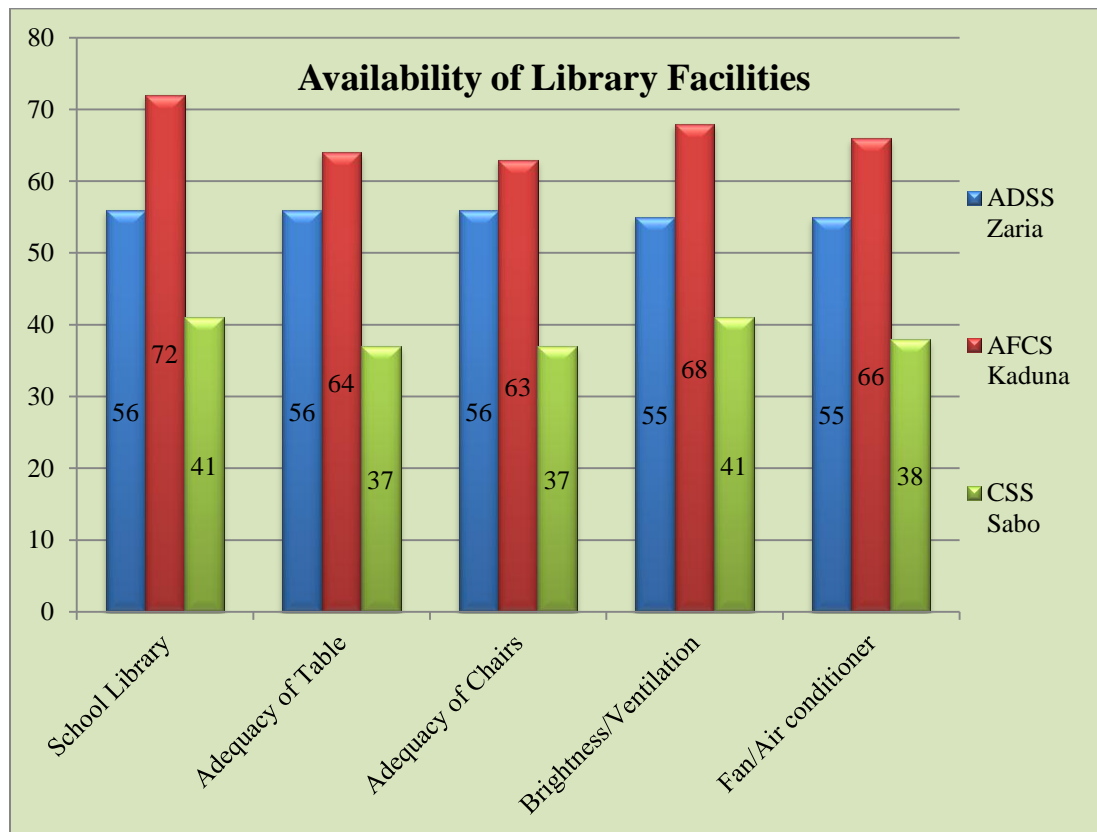
Table 9: Availability of Library Resources in the selected schools

	ADSS ZARIA	AFCS Kaduna	CSS SABO	Total
Books in subject areas	42	69	39	150
Encyclopedia	42	55	29	126

Magazines	44	68	39	151
Dictionaries	38	71	40	149
Newspapers	24	68	41	133
Audio Visuals	14	22	13	49
Atlas/Map	30	68	37	135

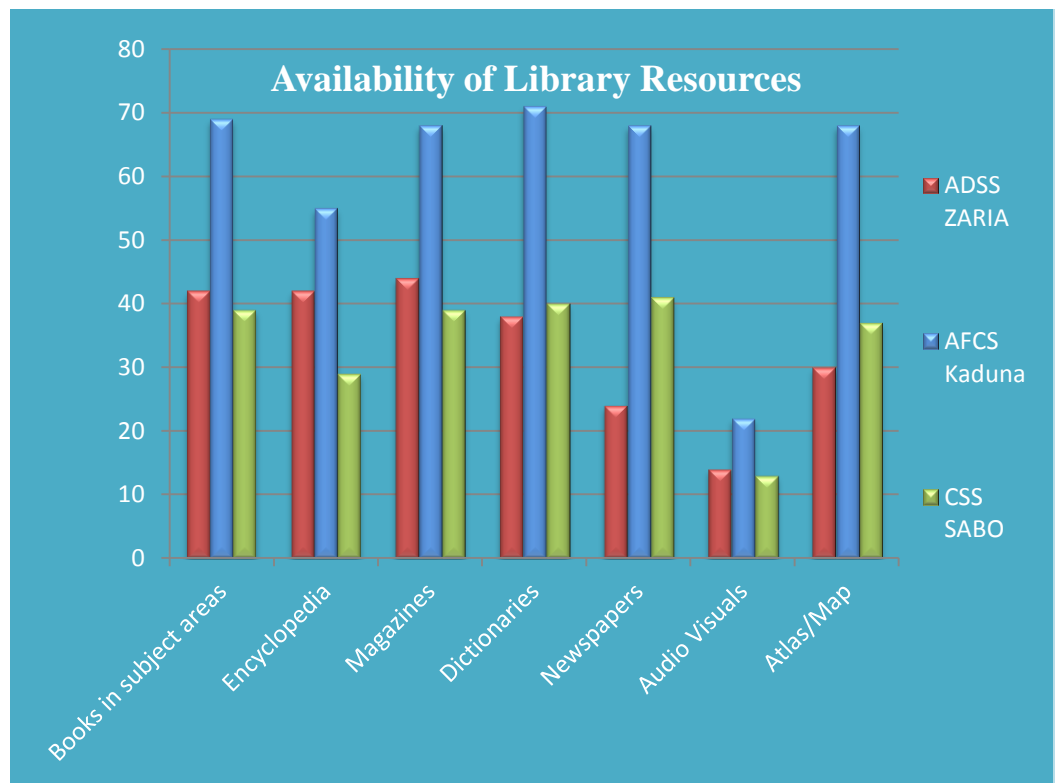**Figure 6:   Availability of Library Resources**

Table 8 shows that basic library facilities are available in the schools studied. The table revealed that the three selected schools have appreciably good facilities which can be considered adequate as recommended by the minimum standard for school Libraries in

Nigeria in 1992. The School has adequate sitting capacity of 45, good ventilation, good lighting, etc.

But in terms of Resources None of the schools have audio-visual materials and this means that the schools under study lack non-print materials. Demonstration Secondary School Zaria (ADSS) lacks Newspapers in their library collections. The book collection of the entire school libraries studied was quite adequate. Aguolu and Aguolu (2002) argue that availability should be viewed from both Print and Electronic Format.

4.3.3 Research Question Two (2): What types of Library Services are rendered in School Libraries under study?

The research also aimed at identifying the type of Library Services Rendered by the school Librarians to the Teachers and Students in the selected school of study. In order to achieve this, list of School Library resources were provided for the respondents to thick. Their responses were contained in Table 10 and Figure 7.

Table 10: Library Services rendered in the Schools Library

Types of services rendered	Teachers		Students	
	Freq.	%	Freq.	%
Current Awareness Services	32	47%	25	25%
Inter-library loan	24	35%	23	23%
User Education:	39	57%	49	49%
Reference Services	47	69%	73	72%
Librarian friendliness	47	69%	55	55%

Figure 7: Library Services
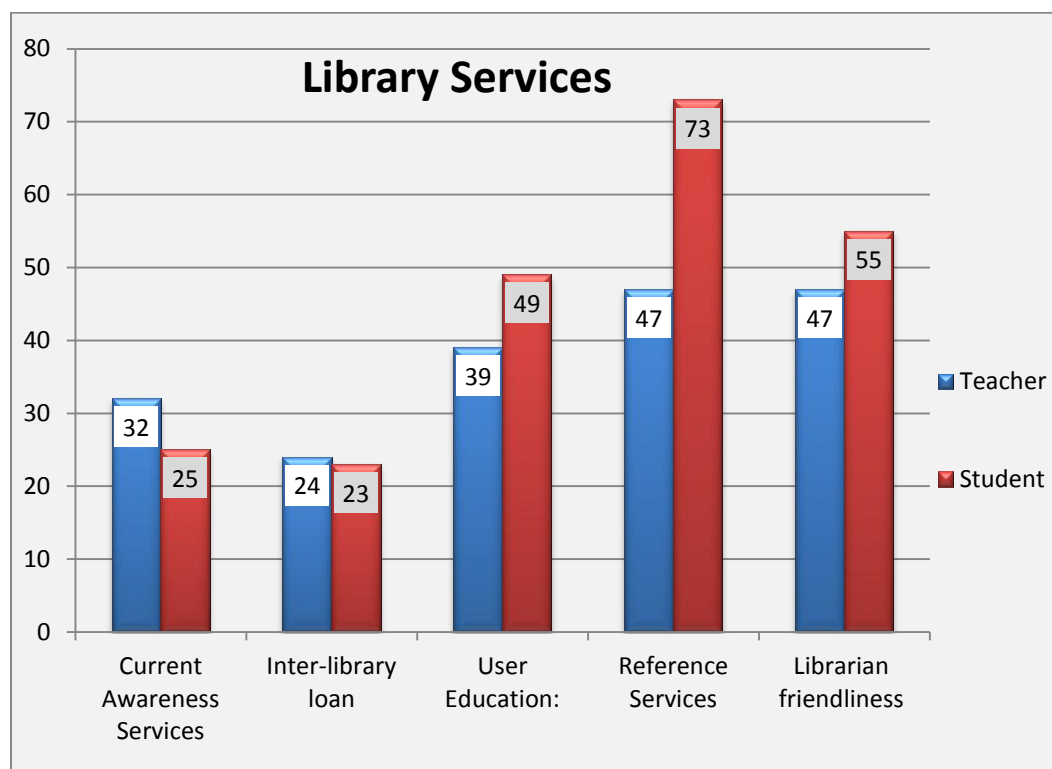
Table 10 Figure 7 shows that School library Services responses by Teachers and Students. In terms of current awareness services and reference services the responses were satisfactory in the three schools under study. However, Inter library loan shows (35%)(23%) with frequency Yes response of (24)(23) from a population of (68)(101), Current awareness Services shows (47%)(25%) with frequency Yes response of (32)(25) respectively from Teachers and Students in the schools under study this implies not satisfied and ineffective is below the pass mark of 50% for this study.

4.3.4 Research Question Three (3): To what extent are the Library Resources utilized by Students and Teachers in the schools under study?

The research identified the type of library resources used by the Teachers and Students in the selected secondary schools. Their responses were contained in Table 11 and Figure 8.

Table 11: Use of Library Resources by Teachers and Student

Use of Library Resources	Teachers		Students	
	Freq.	%	Freq.	%
Library period in time table	36	53%	35	35%
Regular use of Library	47	69%	76	75%
Use Library School hours only	47	69%	74	73%
Use Library after School hours	22	32%	23	23%
Library display days	6	9%	16	16%
Use Audio visual materials/E.Books	10	15%	19	19%

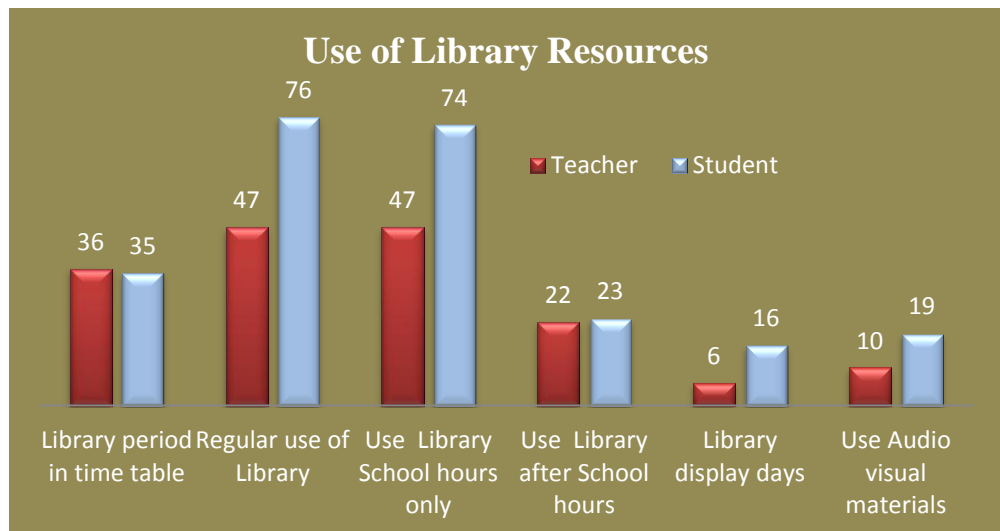**Figure 8: Use of Library Resources**

Table 11 shows that, the teachers and student regularly use the school Library during the school hour but after school hour the table shows (32%)(23%) with frequency Yes response of (22)(23) this implies that, the library is closed for the day after school hours despite the fact that 2 out of the 3 schools under study are boarding schools.

Result from table 11 shows that, Teachers and Students on Library display day has just (9%) (16%) with frequency Yes response scores (6)(16). For audio visual/electronic resources (15%)(19%) with frequency Yes response Scores of (10) (19) respectively from Teachers and Students population of (68)(101).

. Library Period in the time table by student shows (35%) with frequency Yes response scores of (35) from the Student Population of (101) this result implies the listed Library resources are not available in the schools under study. This finding was supported by the findings of Oyediran-Tidings (2004) at Yaba College of Technology, Lagos who also observed low use of some library resources by Teachers and students. This finding corroborated that of Aguolu (2002), resources may be available in the library and even identified bibliographically as relevant to one's subject of interest, but the user may not be using them due to the library closing hours this was supported by

Makinta (1993). The library staff interviewed on this issue agreed that teachers and students do not use the libraries well because there is no library period at the school timetable and for schools running day system the Teacher and the students and cannot use the library after school hours. Library staffs close the library after school hours and some of them that use the library come there during their break periods and the break period is not conducive for most of them.

4.3.5 Research Question 4: Examine the Relevance of Library Resources to the educational development of Teachers and Students in the schools under study. In what way is the school library relevant to you?

Table 12 and Figure 9 is an indicative of the opinion of respondents on the relevance of school library to the educational development of the students. Data collected as shown on the table revealed that school library supports and reinforces the learning of school subjects. It also revealed that school libraries help students develop reading habit and self-study. The findings therefore suggest that effective School Library Resources advance the educational development of students.

Table 12: Relevance of Library Resources to the Educational Development of Teachers and Students

Relevance of Library Resources to Educational Development	Teachers		Students	
	Freq.	%	Freq.	%
Supports core subjects	54	78%	71	70%
Develop good reading habits	64	94%	90	89%

Figure 9:   Relevance of Library Resources
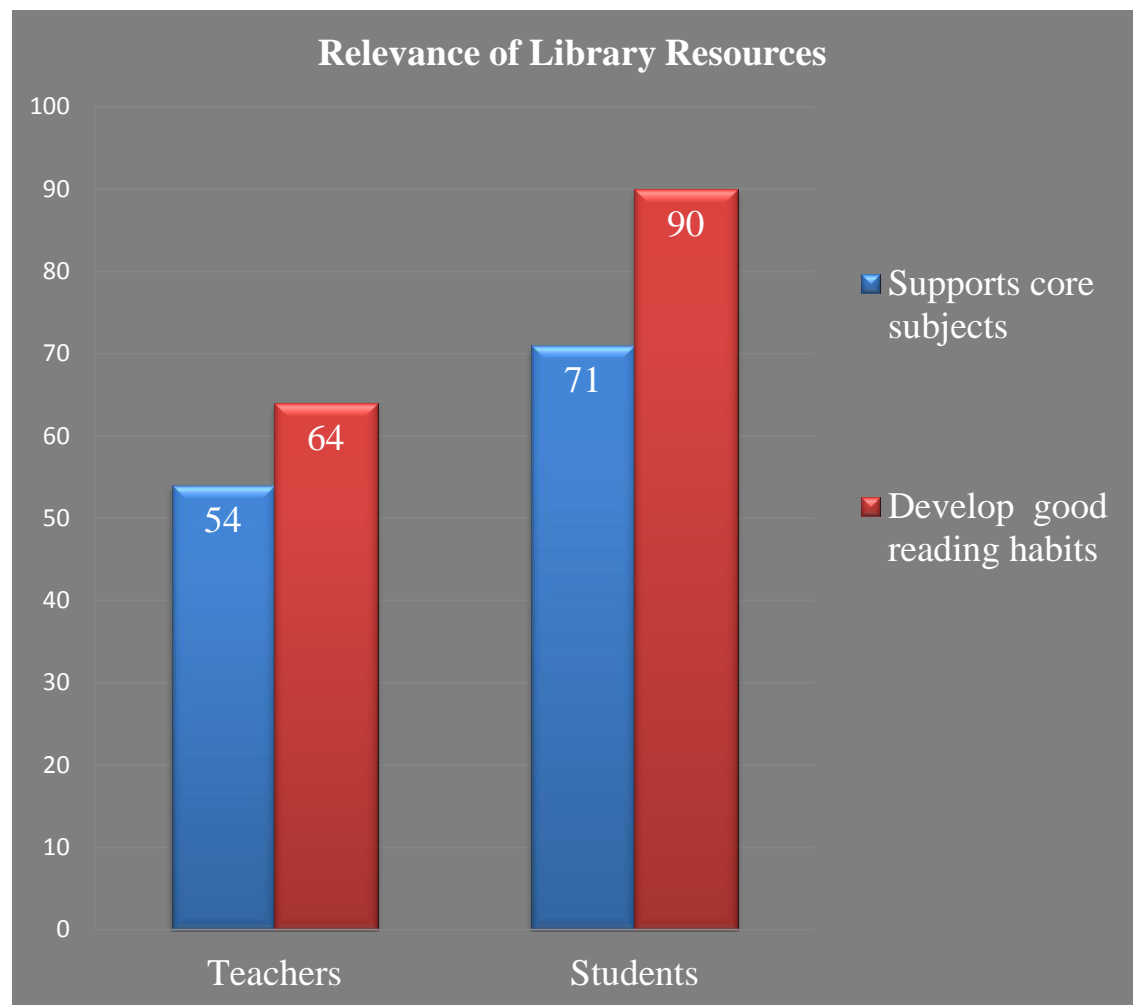
4.3.6 Research Question Five (5): What are the challenges associated with the use of Library in the schools under study?

One of the objectives of this research is to identify the major challenges associated with the use of library resources by teachers and Students in selected school of study in Kaduna State. In other to achieve this, the respondents were to indicate their challenges as outlined in Table 13 and Figure 10.

Table 13: Challenges associated with the use of Library in the schools under study

Challenges associated with the use of Library	Teachers		Students	
	Freq.	%	Freq.	%
Poor orientation	34	50%	49	49%
Non relevant materials	22	32%	34	34%
Shortage of staff	25	37%	17	17%
Inadequate facility	11	16%	41	41%

Figure 10: Challenges to the use of Library.
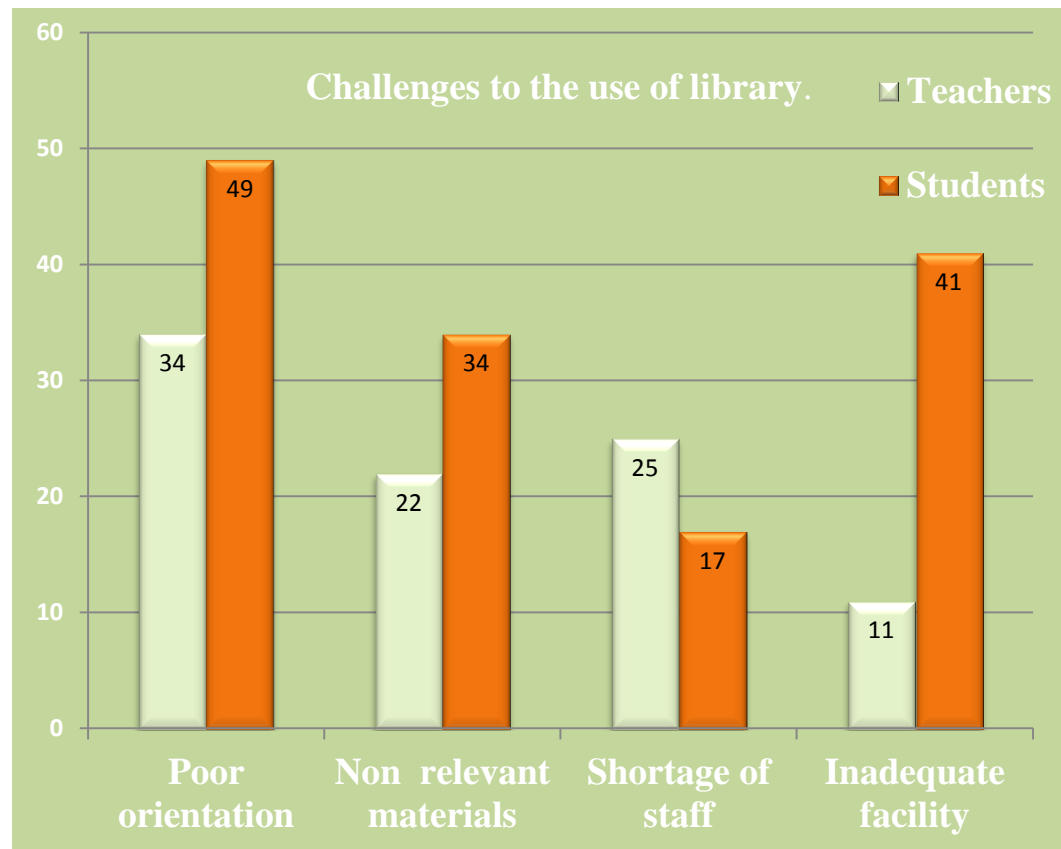
Table 13 and figure 10 showed that, poor orientation was the major challenges with the highest response of (50%), (49%) and frequency yes response scores of (34)(49) respectively from Teachers and Students population of (68)(101).

4.4 Inferential Statistics

This section presented the results of the inferential analysis used to test the four hypothesis raised in the study. In testing of the Null (H_0) hypothesis, co-relational analysis was used to see if a relationship exists between two or more variables at significance level of 0.05. Co-

relational analysis was used for hypothesis one, two three and T-Test
was used to test Null hypotheses four.

H_{01}. There is no significant relationship between availability of school
libraries resources and use of school library resources.

Table 14: Relationship between Availability and Use of Library

Resources		Availability	Utilization
Availability	Pearson Correlation	1	$.250^{**}$
	Sig. (2-tailed)		.001
	N	169	169
Utilization	Pearson Correlation	$.250^{**}$	1
	Sig. (2-tailed)	.001	
	N	169	169

The organization of the data used can be seen in Tables 9 and 11.

Spearman Correlational analysis was used for this hypothesis and

the data used for testing the hypothesis are those obtained from

answers to items 1-12, Section D and item 19-24 (Section B) in the

questionnaire.

Decision

Utilization in Table 11 is .250 which is between 0.1 to 0,4 a weak

relationship and the significant level for decision is 0.05. Since the

result called P.Value (Sig.2-tailed) is .001 is less than 0.05 we reject

the Null Hypothesis and retain the Alternate Hypothesis (H_1) because a relationship exist.

H_{02} *There is no significant relationship between library services and the use of library.*

Table 15:   There is no significant relationship between library services and use of Library.

		Services	Utilization
Services	Pearson Correlation	1	.306[**]
	Sig. (2-tailed)		.000
	N	169	169
Utilization	Pearson Correlation	.306[**]	1
	Sig. (2-tailed)	.000	
	N	169	169

**. Correlation is significant at the 0.01 level (2-tailed).

The organization of the data used can be seen in Tables 10 and 11.

Spearman Correlational analysis was used for this hypothesis.

The data used for this test are those obtained from answers to items 13-18 of Section C and item 19-24 (Section B) in the questionnaire.

Decision

Services in Table 10 are .306 which is between 0.1 to 0, 4 a weak relationship and the significant level for decision is 0.05. Since the

result called P.Value (Sig.2-tailed) is .000 is less than 0.05 we reject

the Null Hypothesis and retain the Alternate Hypothesis because a

Relationship exist

H_{03} There is no significant relationship between the use of school library and educational development Table 16:   Relationship between the use of school library and educational Developments

Table 16:   There is no significant relationship between Educational Development and use of Library.

		Utilization	Educational Development
Utilization	Pearson Correlation	1	.105
	Sig. (2-tailed)		.173
	N	169	169
Educational development	Pearson Correlation	.105	1
	Sig. (2-tailed)	.173	
	N	169	169

**. Correlation is significant at the 0.01 level (2-tailed).

The organization of the data used can be seen in Tables 16 and 11.

Spearman Correlational analysis was used for this hypothesis.

The data used for this test are those obtained from answers to items

22-26 of Section E and item 19-24 (Section B) in the questionnaire.

Decision

Educational Development in Table 16 is .105 which is between 0.1 to

0,4 a weak relationship and the significant level for decision is 0.05.

Since the result called P.Value (Sig.2-tailed) is .173 is less than 0.05

we reject the Null Hypothesis and retain the Alternate Hypothesis

because a relationship exist.

H_{04} *There is no significant difference in utilizing the school library resources between teachers and students.*

Table 17: Significant Difference between Teachers and Students in utilizing the school library Resources

	F	Sig.	T	df	Sig. (2-tailed)
Utilization		.604	.438	.641	167

The organization of the data used can be seen in Table 11. T-Test was used for this hypothesis. The data used for this test are those obtained from answers in item 19-24 (Section B) of the questionnaire.

Decision

Utilization in Table 17 is .604 which is greater than 0.1 to 0,4 a strong relationship and the significant level for decision is 0.05. the result called P.Value (Sig.2-tailed) is 167 greater than 0.05 we do not reject the Null Hypothesis we retain the Null Hypothesis because no relationship exist

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CHAPTER FIVE

SUMMARRY, CONCLUSION AND RECOMMENDATION

5.1   Introduction

This chapter provides the summaries of the findings in the study and is presented under the following sub-headings

5.2   Summary of the Chapters

5.2   Summary of major findings

5.3   Conclusion

5.4   Recommendation

5.5   Suggestion for further study

References

5.2   Summary of the Chapters

The study investigates Availability and Utilization of Library Resources in some selected Secondary School in Kaduna State of Nigeria. In order to achieve this, six research questions were formulated and four null hypotheses were formulated and tested. Review of related literature was also conducted.

A stratified random sampling technique was used for this study in order to make proportional and meaningful representation of the population. The samples of sixty eight (68) Teachers were drawn from population of two hundred and sixty (260) and one hundred and one (101) Students were randomly selected from the population of three thousand, five hundred and eighty (3,580). The instrument used for data collection was the questionnaire.

The data collected for the study were presented and analyzed using both descriptive statistics and inferential statistics. Frequency distribution tables, percentages pie chart and histograms were used for the descriptive statistics while Spearman Correlational Coefficient was used to test Null hypotheses 1-3 and T-test was used to test Null hypotheses 4 all at 0.05 significant levels.

5.3   Summary of major findings

The following are the major findings of this study based on the data analysis and hypothesis tested:

1. Basic library facilities are available and considered adequate as recommended by the minimum standard for school Libraries in Nigeria in 1992.

2. The book collection of the entire school libraries studied was quite adequate

3. Current awareness services and reference services were satisfactory in the three schools studied.

4. Findings shows that teachers and student regularly use the school Library during the school hour

5. Data analyzed revealed that school library supports and reinforces the learning of school subjects. The school libraries help students develop reading habit and self-study

6. Poor orientation and non - availability of Audio-visual/ electronic library resources were the major challenges of Teachers and Students in the selected schools under study

7. Findings from the hypothesis revealed that, there is a significant relationship between availability of school libraries resources and use of school library resources.

8. There is a significant relationship between library services and the use of library.

9. There is significant relationship between library Educational Development and use of Library.

10.Significant Difference between Teachers and Students in utilizing the school library Resources

5.3   Conclusion

Based on the findings it was concluded that the library studied in the three selected school are on the average level of Significance in facilitating quality education. The conclusion is justified by the fact that, facilities and resources are available but the core library services that are needed for standard library system to enhance quality education is lacking in all the selected schools. Findings reveal there is no inter library loan services no school library is an island of information to users, no Library period in the schools time table, library opening hour is restricted to only school hours this is not adequate for boarding schools, no school library display/event day, audio visual/electronic resources are not available in the libraries studied and there is poor orientation on the use of library in all the selected schools under study

5.4   Recommendation

Based on the findings of the study, the following recommendations were made:

- ✓ Core library services like Inter library Loan, registering with Book Donors for wavers and donations,
- ✓ Library period should be included in the school time table to create opportunity for every student and class teachers to use the library
- ✓ Library closing hour should be extended to enable student use the library at their leisure time.
- ✓ Library day should be introduced, exhibition of books in subject areas should be done on library day, and student should be taken to national library where copies of books printed in the country are kept. Inculcate habit of reading an interest in books to student, reading completion can be organized for junior classes to enhance their pronunciation
- ✓ Audio visual/electronic resources should be supplied to the library to encourage the Teachers and Students maintain regular use the library'
- ✓ Library orientation should be given to student to avoid mutilation of library resources

5.4   Suggestion for further study

Following the literature of the study, the researcher recommends further study in the following areas:

- ✓ Status of School Library in Nigeria
- ✓ Level of awareness of School Library among Secondary Schools students in Nigeria
- ✓ The impact of School Library on Quality Secondary Education in Nigeria

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School of Continuing Education

Post Graduate Diploma in Education

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Dear Sir/Ma,

REQUEST TO COMPLETE A QUESTIONNAIRE

I am a Post-graduate Student in the above named Institution conducting a research titled: "Availability and Utilization of School Library in Selected Secondary School (High Schools) in Kaduna State of Nigeria".

I crave your indulgence to respond to the attached questionnaire. Your participation is very important in the Research. With full assurance all the information provided will be treated with the highest level of confidentiality and will be used only for the purpose of this research. Thank you in anticipation for your consideration and cooperation.

Yours faithfully,

Ogalu Rose Toyin

SCHOOL LIBRARY USERS QUESTIONNAIRE

Instruction: Please kindly tick (√) the space provided

SECTION A: BACKGROUND INFORMATION OF THE RESPONDENT

(R1) Status

    1. Student   ☐

    2. Teaching Staff   ☐

(R2)   Age of respondents

    1. 11- 20   ☐

    2. 21-30   ☐

    3. 31-40   ☐

    4. 41-50   ☐

    5. 51-60   ☐

(R3) Gender

    1. Female   ☐

    2. Male   ☐

Please consider each of the following statements and indicate the response that reflects your opinion by putting **a tick** (√) in the appropriate column. **Guide:** Yes or No, Adequate or Not Adequate. Available or Not Available, Relevant or Not Relevant

SECTION B: AVAILABILITY OF LIBRARY RESOURCES AND FACILITIES

Item	QUESTIONS	YES	NO
1	Do you have a library in your school?		
	If Yes to question 1, how adequate are the following Facilities:	**ADEQUATE**	**NOT ADEQUATE**
2	Tables		
3	Chairs		
4	Bright light/ventilation		
5	Fan/air conditioner		

Item	How available are the following Resources?	AVAILABLE	NOT AVAILABLE
6	Books in subject areas		
7	Encyclopedia		
8	Magazines		
9	Dictionaries		
10	Newspapers		
11	Audio Visual Materials/Electronic Resources		
12	Atlas and Maps		

SECTION C SERVICES RENDERED BY SCHOOL LIBRARY

Item	QUESTIONS	YES	NO
	Are the bellow services rendered by school library?		
13	Current Awareness Services: telling you if there are new resources in the library		
14	Inter-library Cooperation: getting books that are not available in your library from other school libraries		
15	User Education: Teaching you how to use the Library		
16	Circulation: Registering you and Borrowing you library books		
17	Reference Services: helping you to get needed information		
18	The librarian is friendly to you		

SECTION D USE OF LIBRARY RESOURCES

Item	QUESTIONS	YES	NO
19	Is their Library period on your school time table ?		
20	Do you use the library regularly?		

21	Do you use school library during school hours only?		
22	Do you use school library at any other time after school hours?		
23	Do School library holds library display days/events?		
24	Do you use audio visual materials/Electronic –Resources in the library?		

SECTION E: RELEVANCE OF LIBRARY RESOURCES TO EDUCATIONAL DEVELOPMENT

Item	QUESTIONS	RELEVANT	NOT RELEVANT
	Is the use of school Library relevant to you in the following areas?		
25	School library supports and reinforces the learning of school core subjects' content `		
26	School library helps to develop good reading habits and self-study skills by providing needed information and reference Services		

SECTION F: CHALLENGES ASSOCIATED WITH THE USE OF LIBRARY IN THE SCHOOLS UNDER STUDY

Item	QUESTIONS	YES	NO
27	Poor orientation about the library		
28	Absence of adequate and relevant materials		
29	Shortage of staff		
30	Inadequate facility such as: good accommodation, seating provision, ventilation,		

Thank you for your participation.