USE OF SCHOOL LIBRARIES BY TEACHERS IN OGUN STATE

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Abstract

The study focused on the utilization of school library by teachers in six secondary schools in Ogun State. Data collection was by questionnaire following a proportionate sampling technique. A total of 90 out of 120 (75%) responses were received and analysed. The findings revealed that 83 percent of the teachers are aware of the existence of libraries in their various schools. The library collections are inadequate in meeting teachers demands, as most of them had to visit other libraries to obtain more information on their area of needs. Other findings also show that most libraries are manned by teachers without qualification in librarianship and twenty-eight percent respondents used the library for pleasure purpose.

The study recommends adequate funding of school libraries and attendance of seminars, in- services training and other developmental programmes by library staff to enhance their performance on the job. School authority, state government and private individuals who are stakeholders in education should set up enlightenment programmes to promote the use of library to enhance reading culture among Nigerian students.

Introduction

School library is the one found in primary and post primary institutions where educational services are offered to patrons of the library. Cummins (2001) sees school library as the heart and soul of the educational system, 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. Smith (2002) opines that the school library is the backbone of

functional education without which academic excellence cannot be achieved.

Both the library and the school are inseparable twins that one ceases to function well without the other. Erinle (1997) explained that both of them serve the same purpose to achieve a common goal, according to him, 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 library thus stands as a symbol for the truthful expression of man's knowledge and experiences. The extent to which many young people will be creative, informed, knowledgeable and exhibit the trait of a well cultured individual within their own years will be shaped by the boundaries of the content of the library resources available within the support of the school. The school on its own cannot achieve the laudable goals of Nigerian education without the library (Gbadamosi, M. & Omotayo, B. 1995).

To promote the utilization of a library and its resources by the teachers and make them to be perpetual users of the library in their various schools, there is the need to have a functional library with qualified personnel and adequate resources and facilities. Such a library will develop in library patron, good reading skills and encourage long-term learning habit through listening, reading and viewing, Fayose (1983), perceived these habits as a basis for continuous success in schools. Relating the role of functional library to the success of Universal Basic Education in Nigeria, Oguntimehin and Adeyemi (2004) sees a functional library as a major component of the programme and that it will be a sheer infutility if not all necessary recognition is given to its existence and usage in school. Therefore to make an appreciable impact on the educational development of Ogun state amongst the teachers in secondary school and create a conducive enabling factor for the usage of various libraries in schools to promote reading culture there

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is the need to have a functional library with all the resources in terms of human and materials that can aid learning.

Objectives of School Library

Ogunneye (1983), Oguntimehin and Adeyemi (2004) Joseph (2003), gave the followings as the purpose of the school Library:
- Support the teaching programme of the school
- Guide students on the choice of relevant materials for study.
- Provision of material resources to enhance academic growth and development.
- Assist the pupils to develop skills in the use of books and libraries.
- Acquire the relevant books and non-book materials to meet the requirement of the school curriculum.

Davis (1969) as cited by Edeghere (2001) explained further that the purpose of library in the school is to guide the student in all areas of their academic endeavour and to inculcate in student the reading culture before graduating from high school. School library also provides appropriate materials to supplement classroom teaching.

Literature Review

Joseph (2003), defined school library as an organized collection of books and other learning materials placed in a school for the use of teachers and pupils, who are the major patrons in the school libraries. Synder (2000) sees libraries as a nice quiet place to relax on a nice afternoon, they are a place you can surf the internet for information but best of all they are the most important resource centres in many communities. Elaturoti (1995), perceived the school library as an integral part of the educational system and cannot be ignored without jeopardizing the quality of education in schools. Corroborating the views of Elaturoti, Smith (2002), is of the opinion that school library is an important part of elementary, middle and high school programme without which students would not thrive academically and would find it most difficult to do research before they reach the college level.

Highlighting the importance of library services, Odusanya (1999), observed that a well-structured educational system and reasonably articulate library system is needed to nurture the implementation of the National Policy on Education to success. He emphasized further that the library services had little impact on National Policy on Education because of prevalent widespread illiteracy. Many so called educated Nigerians care more about the visible material wealth and position than academics, consequently academics is relegated to the background, thus making library services appear as an unprofitable venture to be invested upon.

Elaturoti (1979) buttressing Odusanya's view on the importance of library service and citing Peterson (1979) conceived library in secondary schools as a tree for children who climb high in process of discovering life in its rich and varied forms. It may be a refuge to a child escaping from classroom life that has become tedious and boring. For teachers and children undertaking a project, it is a workshop. For teachers it is a lounge after school where one can relax with colleagues. It is a comfortable chair and table; it is an arena for those who enjoy the thrill of pursuing and exchanging ideas. Therefore, from the above one can say that the school library serves all the stakeholders in school setting as students, teachers and other individuals who have passed through the four-walls of a classroom especially in the formal school setting.

Objectives of the Study
1. To find out the extent to which teachers avail themselves of using the library to meet their information needs.
2. To determine the effectiveness of school library in providing information to teachers in secondary schools.
3. To find out the opinion of teachers on the availability and adequacy of resources and services provided in the library.
4. To offer suggestions for the improvement of the library performance

Scope of Study
This study examines the use of school libraries by secondary

school teachers in six schools situated in Ijebu North Local Government of Ogun State

Methodology and Population

The questionnaire was the main instrument in collection of data for the study. The questionnaire was structured and comprised of ten questions. The respondents were to limit their responses to the options provided for each questions The sample population for the study was randomly selected among teachers in six secondary schools in Ijebu- North Local Government of Ogun state. In all, 120 copies of the questionnaire were distributed randomly to the selected schools. The schools are:

[1] Abusi Edumare Academy, Ijebu-Igbo   -   30
[2] Ago Iwoye Grammar School   -   14
[3] Ijebu Igbo Girls Grammar School   -   15
[4] Itamerin Comprehensive High School   -   20
[5] Methodist High School, Ago Iwoye   -   16
[6] Molusi College, Ijebu Igbo   -   25

Procedure

The instrument was administered during the second term of 2005/2006 session. The administration was done by the researcher with the assistance of the school counsellor of each school. Out of 120 copies of the questionnaire distributed, ninety (90) were properly filled and returned. This represents a return rate of 75 percent. The completed questionnaire were analysed using frequency count and percentages

Analysis and Discussion

Table1: Sex Ratio of Respondents

Sex	Frequency	%
Male	30	33
Female	60	67
Total	90	100

As shown in table 1: The respondents consist of 30 male and 60 female representing 33 and 67 percent of the respondents respectively.

Table 2: Awareness of the School Library

Sex	Frequency	%
Yes	75	83
No	15	17
Total	90	100

Table 2 above clearly shows that 83 percent of the total respondents are aware of the existence of libraries in their schools, while 17 percent are not aware of the libraries in their various schools. The implication of these analysis is that the minority who are not aware may be the few who never used the school library and do not afford themselves of the opportunity of the services that the library offers.

Table 3: Assessment of Library and Resource

Item	Adequate		Inadequate	
	Freq	%	Freq	%
Building Space	40	44	50	56
Book Collection	10	12	80	88
Journal/Magazine Titles	30	33	60	67
Staff	30	33	60	67
Furniture	70	78	20	22
Location	05	06	85	94

Table 3 shows the assssment of the library and its resources in the areas of space, book collection, periodical collection, staff, furniture and location. Forty respondents (44%) assessed the library space adequate while fifty (56%) assessed the library space indequate. The book collection was assessed adequate by 12 percent respondents. While eighty-eight percent (88%) assessed the book collection inadequate. The journal and

magazine titles were assessed adequate by 33 percent and inadequate by 67 percent of the respondents respectively. Same percentage was recorded for the library staff. For the library furniture, they were assessed adequate by 78 percent and inadequate by 22 percent of the respondents respectively. Six percent and ninety-four percent assessed location adequate and inadequate respectively. The respondents assessment of the library and its resources is important, the users can give correct assessment which invariably will assist the policy makers in education to plan for the future of library development.

Table 4: Respondents Reasons for Using the Library

Response Alternative	Frequency	%
To prepare /write lesson note	22	24
To read for pleasure	25	28
To widen horizon through reading of Magazine & Newspapers	18	20
To improve reading habits	15	17
To get a quiet place for relaxation	10	11

Table 4 shows that 28 percent of the total respondents use the library for pleasure, 24 percent of the respondents use the library to write their lesson note, 20 percent to widen their horizon through reading of magazines and newspapers, while 17 percent and 11 percent of the respondents use the library to improve their reading habit and for a quiet place for relaxation respectively. The reason for patrons using, the library will determine their level of utilization of the library and its resources

Table 5: Respondents Benefit for Using the Library

Statements on questionnaire	Strongly Agree		Agree		Disagree	
	Freq	%	Freq	%	Freq	%
Improvement on reading habit	10	11	20	22	60	67
Enhance better performance on teaching profession	60	67	20	22	10	11
Assist in getting teaching materials	50	56	26	27	14	17
Supplement the class lecture	45	50	30	32	15	18
Widen horizon of the teachers	48	53	32	35	10	12

Table 5 revealed that 67 percent, 22 percent and 11 percent respectively of the total respondents strongly agreed, agreed, and disagreed that the use of library has enhanced better performance on the teaching profession, while 56 percent, 27 percent, 17 percent of the respondents strongly agreed, agreed, and disagreed respectively that the use of library has assisted them in getting teaching materials. Also 67 percent, 22 percent and 11 percent of the total respondents strongly agreed, agreed and disagreed that the use of the library has improved their reading habits. While 53 percent, 35 percent and 12 percent of the total respondents strongly agreed, agreed and disagreed that the use of library has expanded their horizon through the various resources in the library. It is also shown that 50 percent, 32 percent, and 18 percent of the respondents strongly agreed, agreed and disagreed that the use of library has supplemented the class lectures. From the analysis above, for the teachers to derive maximum benefit from using the library, they have to change their orientation on the issue of the importance of library and its resources. Therefore, there is the need to have a right perspective toward the library in order to be a perpetual user of the school library.

Conclusion

The school library as a place for information documentation, storage and dissemination is an essential part

of the total school programme that provides information resources for both teachers and students to enhance their performance. Findings revealed that 83 percent of the teachers are aware of the existence of libraries in their various schools. The library collections are inadequate in meeting teachers demands, as most of them had to visit other libraries to obtain more information in their area of needs. Other findings also show that most libraries are manned by teachers without relevant qualifications in librarianship.

Recommendations

The following recommendations were made from the study;
- Since the library is an integral part of the school programme, it must be ready to function the day classes start either in a new school or the one that has been in existence.
- The school library should be provided with adequate funds to implement its programmes.
- Competent and effective staff should be employed to run the various libraries.
- The school principal should encourage wide and effective use of the library by the teachers and students.
- Human resources development programme like seminars, and in-service training should be put in place to promote the issue of library use education among teachers.
- Both the state and local government should endeavour to set up libraries in their domains.

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