

APPRAISEMENT OF GATEWAY AND USAGE OF LIBRARY INFORMATION RESOURCES AMONG PUPILS IN OSOGBO LGEA, NIGERIA

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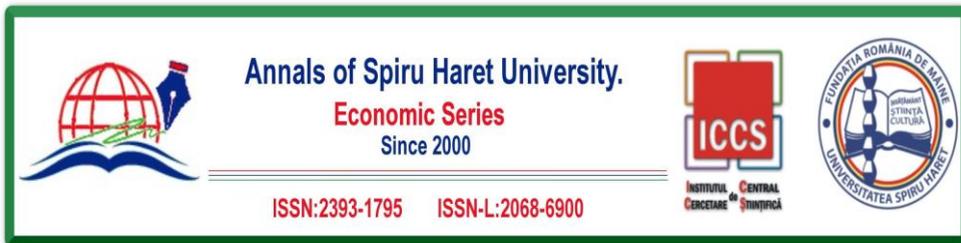
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Abstract

Regarding the vital role of school libraries in the educational system, there are issues around the qualified human resources, adequate facilities, and electricity supply among others. Another challenge is the proper attitudes towards the use of the available library information resources among library users. The trend which is not helpful to national development in any way if not curbed. To find out ways around the emerging attitudes, this study was motivated to investigate the appraisal of gateway and usage of library information resources among pupils in Osogbo Local Government Education Authority (LGEA), Osun State, Nigeria. The intentions of the study were to determine the level of satisfaction of pupils towards school library information resources including human resources, and other facilities; to investigate access and use of school library information resources, to find out the factors that pose problem to pupils in the use of school library and strategies to overcome such challenges. In a descriptive survey, simple random was habituated to select 40 respondents from each of the selected primary schools to make a sample size of 240 respondents in six primary schools purposively selected in the Osogbo Local Government Area of Osun State in Nigeria. The methods of



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data collection for the study were questionnaires, documentary review, personal observations and interview. Content analysis was espoused for qualitative data. Quantitative data were anatomised by using SPSS. The finding divulged that primary school pupils face many repressions in using the school library since there are no current library information resources but obsolete ones; inadequate of qualified and professional personnel. It was also found that books were the most frequently used library information resources. Furthermore, to effectively use the school's libraries by the primary school pupils, there is need to address the above-mentioned constraints faced by the pupils in using the school library. The study recommended that provision of fund is necessary to execute all the school library needs. The study further recommended continuous training and retraining for the library human resources.

Keywords: *appraisement; human capital; information resources; library usage; primary schools; school libraries.*

JEL Classification: D83, L86, M12, M15, M54

Introduction

The role of school library is to support the classroom teachers and curricular throughout the school. Keeping in mind how pupils learn, what pupils want to know and what is taught, the school librarian strives to adequately supply library information resources for the school community by developing a well-rounded collection of instructional. The significance of school libraries cannot be over-emphasised in this regard. The school library has major and important function to play in enhancing and supporting educational goals as authored in the school's mission and curriculum [Sote *et al.*, 2011]. This has made teaching and learning more meaningful and enriched for children. The inadequacy of teacher's note of lessons and learning by note was later dumped and people realised that learning can be enhanced and accelerated by the use of a wide variety of learning methodologies and resource. The modern school library has therefore become an integral part of the school system. The school library should have a balanced collection, which must include printed and non-printed materials, electronic materials and audio-visuals. The balanced collection should as well include



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materials for leisure purposes such as fiction books, music, computer games, video-cassettes, video-laser disc and magazines/newspapers, among other. These kinds of materials may be selected in cooperation with the pupils to ensure it reflects their interests and culture without crossing reasonable limits of ethical standards.

School libraries are really essential and necessary for the primary schools, since they constitute a big and rare treasure. A school library is a library within a school where pupils, staff, and often parents of a public or private school have access to a variety of resources. The goal of the school library is to ensure that all members of the school community have equitable access to books and reading, to information, and to information technology [Abdullhamid, 2016]. The library is able to equip pupils' imagination, thereby enabling them to live as responsible citizens (Federal Republic of Nigeria, [FRN], 2001). According to Merrill (1983), related library information resources to pupils' learning outcome and found that the use of school library resources was associated significantly with better learning outcome. Crossley and Murby (1994) opine that the inadequacy of relevant information resources in school libraries contributed to low levels of pupil(s) performance. The library equally involves in promoting the development of reading skills and encouraging long-term reading habits through listening to and viewing a variety of learning materials. Thus, the school library system is an integral part of the school and it must be run according to agreed standard. Effective school libraries provide additional reading opportunities for pupils, which in turn improve reading skills, knowledge, writing and clarity of expression, which at the same time support pupils performance in all other curriculum subjects [World Bank, 2008].

Statement of the problem

Educational programme cannot achieve its goals and objectives fully in primary schools if the school library is left out in the implementation of the programme. The school library is a part and parcel of a school set-up. It exists to serve the objectives of its parent institution. The aim of a good school is to become a force for educational excellence. Education is a lifelong process. Pupils learn through formal education in the classroom but can learn for more by using the library [Shrestha, 2008]. Once student is able to form the habit of using the library, with effective and efficient service deliveries from qualified and well trained human resource, there is a high probability that the student would continue the same throughout the life time. A school library acts as an initiator for library habits and



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reading habits more than text books. Access to the resources of school library is clearly a pre-requisite to their use. This access to the resources in schools today gradually, but by no means always, requires access to the areas in which the materials, and in some cases the associated equipment, are organised and housed.

In a bid to increase the use of library in Nigeria and make pupils interact with both the human and information resources, several interventions had been deployed through governmental agencies such as TetFund, SUBEB, and others. Apart from budgetary allocations, some non-governmental agencies had also shown interests in helping the use of information and human resources through donations of library, computers, and books. Seminars, workshop, and debates options had been explored too.

However, with all the interventions, the results from the national examinations points towards another direction showing that the lack of standard school library with relevant information resources and human resources which pupils could use for their studies still exist and enormous. This with some others could be among the major causes of mass failure and poor performance in primary schools (Fakomogbon, Bada, & Omiola, 2012). This study therefore, sought to appraise the access and utilisation of school library information resources which is unprecedented in primary schools in Osogbo Local Government Education Authority, Osogbo, Nigeria.

Objective of the Study

The objectives of the study are to:

1. Examine the access and utilisation of school library information resources by the primary school pupils;
2. Identify the challenges confronting pupils in the use of school library and ways to overcome these challenges;
3. Investigate the level of satisfaction of pupils towards school library information resources.

Literature Review

The crux and function of information is to adequately equip the information seekers to make right decisions among the alternative choices. School libraries have undergone vast transformation in the past century, from schools relying on public library support in the early 1900s to excellent collections of print and digital

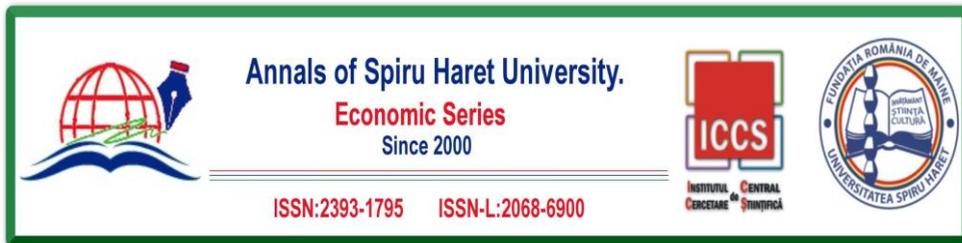


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materials within a school library today [Wiegand, 2007]. The goal of library was to bring the best of literature to the people in the early 1900s [Weihs, 2008]. This attitude changed in the 1950s and 1960s, with a more open approach to reading across all subjects [Weihs, 2008]. In 1918, the National Education Association set standards for school libraries [Roscello, 2004]. Popoola (2007) posited that adequate utilisation of information resources enhances job performance among high-ranking government officials. Also, Ajala (2004) as reported in Adekunmisi (2005) stated that for information to be valuable and meaningful, it should be: timely, verifiable, accurate, relevant, understandable, complete and reliable. Any item of information that meets these characteristics will surely be an asset to the staff and pupils of Osogbo Local Government Education Authority, Osogbo, Nigeria.

According to Petters and Ottong (2012) school library is a learning laboratory that provides opportunities for pupils to develop information skill. Moreso, Saka and Bitagi (2010) defined school library as the part of the school where collection of books, periodicals, magazines/newspapers, films, filmstrip, video-tapes, recording of all kinds etc are housed for use by the pupils. Mutula (2004) revealed that other school library resources include, Information Communication Technology (ICT) facilities such as computer, computer diskettes, computer programmes, multi-media collection, teleconferencing, video-conferencing, audio graphic communications, Broadcast TV/Radio + audio-teleconferencing and Interactive Multimedia. The author emphasised the need for annual financial provision for the replenishment of school library. Therefore, modern school library information resources should be made up of both print and non-print formats to enhance teaching and learning among the teachers and pupils.

IFLA (2012) reported in Biranvand and Khaseh Aliakbar (2012) that school library plays a very significant role in the educational development of a child, its goal includes: supporting and enhancing educational goals as outlined in the school's mission and curriculum, developing and sustaining in the children the habit and enjoyment of reading and learning, and the use of libraries throughout their lives offering them opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment. The school library also supports all pupils in learning and practicing skills for evaluating and using information, regardless of form, format or medium, including sensitivity to the modes of communication within the community. As the foundation of all other



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libraries, school library plays a major and significant role in the development of the basic education sector. Frye (2006) submitted that both librarians and educationists regard the school library as “the heart” of the school and indeed the apex upon which the entire sphere of the school’s intellectual life rests.

The basic purpose of establishing school library is to provide access to information to support school programmes. Salisu (1996) reported in Abdullhamid (2016) that, the extent at which children and young people of today will be creative, informed and knowledgeable will be shaped by the boundaries of the contents of the library resources available within the schools cum the effectiveness and efficiencies of the human resources – the librarians. Similarly, Ose and Okoedon (2012) reported in Abdullhamid (2016) surveyed the present state of school libraries in Benin City and revealed that all the schools visited are under stocked with library materials. Most of the schools visited in Benin City have outdated books, which are very dusty, where they existed. Aniebo (2006) opined that school libraries in Imo State are outdated, lack reference and audio-visual materials in their libraries. Eguavoen (2011) reported in Abdullhamid (2016) found that most services available in school libraries do not enjoy full usage owing to wrong perception of such services on the part of users.

However, Aramide and Elaturoti (2013) asserted that school libraries should provide the following information services to remain competitive and relevant in information profession. These are: Reference Service, Cataloguing Service, Inter-Library Loan Service, Indexing and Abstracting Services, Bibliographic Service, User Education (Orientation/Induction) Services and information Services. The library building is not what makes up a school library, but the information resources contained in it with the efficient and effective service deliveries of the human resources from the front desk to the backend. Provision of libraries is never a luxury, but a necessity in every school. According to Akpe (2005), all primary and post primary schools must, as a matter of urgency have functional libraries whose materials must include beginners’ books, encyclopaedias, books in the curriculum, journals, magazines, atlases, story books, picture of books and audio-visual materials.

World Bank (2008) in Benard (2014) enumerated the problems facing school libraries in Sub-Saharan African countries. These include the problem of untrained school librarians, poor training and overloading of teacher librarians. Also, where there is library collection, it is generally old and often irrelevant to current curricula



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and teacher/student interest. Likewise, the problem of inadequate funding with little or no government financial support was identified.

Other problems are: lack of enough library premises, poor library management system, heavy collection wear and tear, loss, theft and damage etc caused by poor security, pest and fungal damage etc., lack of money to undertake regular maintenance, and lack of understanding by both teachers and pupils of the role and function of a school library and thus an increasing inability to use libraries properly even if they are well established.

Despite all the above negative observations as challenges to school library in terms of access and utilisation, the use of library information resources in primary schools in Osogbo Local Government education Authority, Osogbo, Nigeria have not been adequately addressed empirically, which is a gap in the literature, hence this study intends to find out and fill the gap.

Methodology

Cross-Sectional research design method was adopted for this study. This gives room for data collection at once in a single point. Six primary schools from Osogbo Local Government Education Authority in the capital city of Osogbo in Osun State. The Osogbo Local Government Education Authority was chosen based on the reason that the majority of the primary schools there have school libraries with reasonable institution/organisation that could be of benefit to all. The selected primary schools were: Union Baptist Primary School “A” Odi-Olowo; Union Baptist Primary School “B” Odi-Olowo; A.U.D Primary School “B”, Oke-Baale; Christ Africa Primary “B”, Gbodofon; L.A. Primary School “B”, Gbonmi; and Oba Iyiola Matanmi Primary School, Ogo-Oluwa, Osogbo. The population for the study comprised of all primary six pupils. They were chosen based on their familiarity and maturity in using the school library to some extent. Both random and non-random sampling techniques were used. While purposive sampling was used to select the schools. This sampling process necessitated the aftereffect of a sample frame, where the current list of all the primary six pupils contained in the pupils’ register list in the headmaster’s office in collaboration with the school class teacher in each of the school.

The study population comprised a total sample size of 244 respondents. Nevertheless, 40 respondents were simple randomly selected from each school making a total sample of 240 respondents. A simple random sampling was used



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because it gives each case in the population an equal chance of been included in the sample. The instruments used for data collection from the respondents were questionnaires administered to two hundred and forty using face-to-face interviews. Close and open-ended questions were included in the questionnaire. In addition, interview and personal observations were conducted to supplement the information. The quantitative data that were collected from the questionnaire was coded and summarised prior to analysis by using statistical package for Social Science (SPSS) version 16. The researcher utilised descriptive statistics. These were: frequencies, percentages in data analysis. While qualitative data was analysed using content analysis.

Discussion of Findings

The analysis and presentation of data was based on the retrieved responses. 240 questionnaires were distributed to the respondents, while only 220 questionnaires were found useful and analysed by the researcher from the returned questionnaires. The response rate was 91.7%. This section contains the study, findings and discussion of results obtained from the study that investigate appraisalment of gateway and usage of school library Information resources by pupils of primary schools in Osogbo Local Government Education Authority, Osogbo, Osun State, Nigeria. Statistical package for Social Science (SPSS), version 16 was used to analyse data generated.

The Result

The distribution of the respondents by gender reveal that 148 (67.3%) were male while 72 (32.7%) were female. Out of the 220 respondents, 266 (75.4%) were aged between 10 years and 14 years; while 54 (24.6%) were above 14 years. The age categories of the respondents give the impression that the majority of primary six pupils interviewed were in the active age group.

When the researcher conducted interview on possession of school library for the primary school pupils among the selected schools, 80.1% of the respondents agreed that their school had school library while 19.9% of the respondents indicated that their school had no school library. From the findings, implies that the majority of the schools had a school library as library is the key indicator for education development of any school/institution. Similarly, interview was conducted on the use of a school library by pupils. The findings show that 61.4% of the respondents

use school library while 38.6% of the respondents do not use school library. The outcome of this findings as proved that school libraries do exists in these schools.

Table1. Demographic Characteristics of the Respondents (n=220)

| Characteristics | | Frequency | Percentage (%) |
|-----------------|-------------------|------------|----------------|
| Sex | Male | 148 | 67.3 |
| | Female | 72 | 32.7 |
| | Total | 220 | 100 |
| | | Frequency | Percentage (%) |
| Age | Below 10 years | 0 | 0 |
| | 10 – 14 years | 266 | 75.4 |
| | 15years and above | 54 | 24.6 |
| | Total | 220 | 100 |

Table 2. Information Resources Used by Pupils in the Study Area (N = 220)

| S/N | Information Resources | No. of the respondents (N) | Percentage (%) |
|-----|-----------------------|----------------------------|----------------|
| 1 | Textbooks | 53 | 24.2 |
| 2 | Fiction books | 32 | 14.5 |
| 3 | Journals | 22 | 10 |
| 4 | Magazines/Newspapers | 11 | 5 |
| 5 | Maps/Atlases | 22 | 10 |
| 6 | Dictionaries | 28 | 12.7 |
| 7 | Audio-visuals | 19 | 8.6 |
| 8 | Poetry | 18 | 8.2 |
| 9 | Encyclopaedia | 10 | 4.5 |
| 10 | Others | 5 | 2.3 |

The results in Table 2 show that 24.2% of the respondents used textbooks as information resources in their school libraries. Fourteen and half percent (14.5%) used fiction books as information resources, 10% used journals, 5% used magazines/newspapers, while 10% of the respondents used maps/atlas, 12.7% used Dictionaries, 8.6% used audio-visuals, also, 8.2% of respondents used poetry, 4.5% used Encyclopaedia while 2.3% of respondents used others. These findings are consistent on the use of school libraries information resources. From the findings, it has shown that the majority of the respondents used textbooks to satisfy



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their information needs. Magnitude textbooks contain useful information, which are very relevant as supplement to their classroom teaching. On this note, the school libraries must be stocked with current and relevant textbooks covering different subjects relevant to primary schools' curriculum. However, few respondents use other information resources, Encyclopaedia and magazine/ newspapers as their information resources in the primary schools as investigated in the study. This might be because of its scarcity, few availability and lack of library orientation and current awareness service (CAS) of these information resources for the pupils.

Table 3. Purposes for Use of School Library (N = 220)

| S/N | Purpose of using school library | No. of respondents | Percentage |
|-----|----------------------------------|--------------------|------------|
| 1 | To read for examination only | 64 | 29.2 |
| 2 | Leisure reading | 42 | 19.1 |
| 3 | Meeting friends | 5 | 2.3 |
| 4 | To read and borrow library books | 38 | 17.3 |
| 5 | To do assignment and home work | 55 | 25 |
| 6 | To read magazines/newspaper | 10 | 4.4 |
| 7 | To play game | 6 | 2.7 |

Table 3 shows the purposes of use of school library as conceptualised by the respondents of this study. The results imply that 29.2% of the respondents visited the school library to read for examination only, 25% visited the school library to do assignments and home works, 19.1% visited the school library for leisure reading while 17.3% visited the school library to read and borrow library books. Also, 4.4% visited the school library to read magazines/newspapers, 2.7% visited the school library to play game and 2.3% visited the school library to meet friends. From all indication from the findings above, the majority of the pupils make use of the school library for the main purpose to read for examination only, to do assignment and homework and for leisure reading. Consequently, the school management, government and other responsible organisations should intensify the subsisting school libraries stock with different information resources that can meet pupils in information needs to boost their school achievement. Moreover, the school management should introduce library orientation to create awareness on how to effectively use the library information resources for their academic prowess.

Table 4 indicates the frequency of using the school library. The results show that 51.4% of respondents use the library occasionally, 37.2% of respondents use the

school library always while 11.4% of respondents never use the school library at all. From the outcome of the study, it is a fact that the majority of respondents use the school library occasionally. This shows that most of the pupils visited the school library irregularly. Thus, efforts should be made to improve the rate, regular and frequent use of the school library by providing recent, relevant of Information resources and at the same time create awareness for library users of the importance of the school library.

Table 4. Frequency of Using School Library by Respondents (N = 220)

| Response | No. of Respondents | Percentage (%) |
|-----------------|---------------------------|-----------------------|
| Always | 82 | 37.2 |
| Occasionally | 113 | 51.4 |
| Never | 25 | 11.4 |

Pupils Opinion on Accessibility of School Library Information Resources

As indicated in Table 5 above, the findings of this study show that information resources, which are highly accessible (42.7%) by pupils, were textbooks and fiction books (43.2%). However, the information resources that were not accessible are journals (40.5%), audio-visuals (44.5%) as well as other materials (44.5%). This portrayed that textbooks and fiction books are highly accessible in the school library when compared to other information resources. This is due to their availability. Similarly, the findings revealed that journal, audio-visual and other materials were not accessible by most of the pupils of primary schools under study. To this end, the primary school management, government and other education stakeholders should provide more funds to primary school libraries to improve high accessibility of these information resources to pupils.

Table 6 show the findings of the study about the information resource frequently used by pupils, the results indicated textbooks (43.6%) to be the frequently used and this was closely followed by fiction books (40%). The study also found that pupils occasionally consulted dictionaries (41.8%), while 42.3% of respondents indicated that they had never used the audio-visual materials, 41.4% revealed that they had never used encyclopaedia, 31.4% of the respondents indicated that they had never used journals. While 33.2% indicated that they had never used poetry. Also, 32.7% indicated that they had never used maps/atlasses, 35.5% claimed that they had never used other materials. These findings have revealed that textbooks



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and fiction books were materials that were adequately provided for the pupils in the primary schools. One way or the other, this will encourage the pupils to develop good reading habits, develop long-life learning, this will as well in no small measure improve their academic achievement.

Table 5. Accessibility of School Library Information Resources (N = 220)

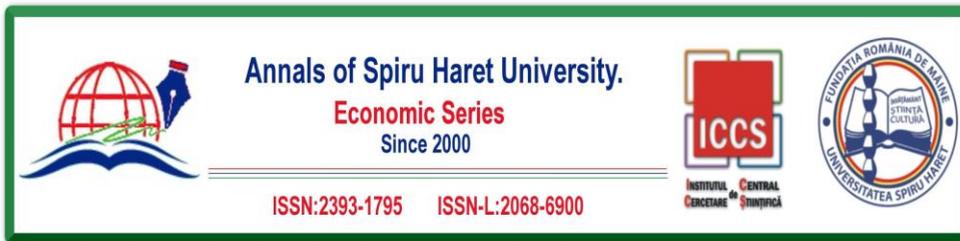
| Category | Highly Accessible | | Accessible | | Not Accessible | |
|----------------------|-------------------|------|------------|------|----------------|------|
| | N | % | N | % | N | % |
| Textbooks | 94 | 42.7 | 90 | 40.9 | 36 | 16.4 |
| Fiction books | 95 | 43.2 | 92 | 41.8 | 33 | 15 |
| Journals | 57 | 25.9 | 74 | 33.6 | 89 | 40.5 |
| Magazines/Newspapers | 48 | 21.8 | 85 | 38.6 | 87 | 39.5 |
| Maps/Atlases | 76 | 34.5 | 80 | 36.4 | 64 | 29.1 |
| Dictionaries | 87 | 39.5 | 92 | 41.8 | 85 | 38.6 |
| Audio-visual | 34 | 15.5 | 88 | 40 | 98 | 44.5 |
| Poetry | 60 | 27.3 | 90 | 40.9 | 70 | 31.8 |
| Encyclopaedia | 57 | 25.9 | 98 | 44.5 | 65 | 29.5 |
| Others | 27 | 12.3 | 95 | 43.2 | 98 | 44.5 |

Table 6. Frequency of Use of Library Information Resources (N = 220)

| Category | Frequently | | Occasionally | | Never | |
|----------------------|------------|------|--------------|------|-------|------|
| | N | % | N | % | N | % |
| Textbooks | 96 | 43.6 | 64 | 29.1 | 60 | 27.3 |
| Fiction books | 88 | 40 | 75 | 34.1 | 57 | 25.9 |
| Journals | 73 | 33.2 | 78 | 35.5 | 69 | 31.4 |
| Magazines/Newspapers | 70 | 31.8 | 74 | 33.6 | 76 | 34.5 |
| Maps/Atlases | 74 | 33.6 | 74 | 33.6 | 72 | 32.7 |
| Dictionaries | 65 | 29.5 | 92 | 41.8 | 63 | 28.6 |
| Audio-visual | 40 | 18.2 | 87 | 39.5 | 93 | 42.3 |
| Poetry | 72 | 32.7 | 75 | 34.1 | 73 | 33.2 |
| Encyclopaedia | 65 | 29.5 | 64 | 29.1 | 91 | 41.4 |
| Others | 60 | 27.3 | 82 | 37.3 | 78 | 35.5 |

Satisfaction of school library Information resources

From the findings of this study, table 7 unveiled that the information resources of the school library were not satisfactory as indicated by the respondents. Large



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number of the respondents (45%) revealed that they were not satisfied with audio-visual materials. While 41.4% revealed that they were not satisfied with encyclopaedia materials. Similarly, 39.5% indicated that they were not satisfied with map/atlas materials; 39.1 % said that they were not satisfied with other materials. While 38.6% revealed that they were not satisfied with journals. Also, 37.7% indicate that they were not satisfied with dictionary and magazine/newspaper materials; 32.3% said that they were not satisfied with poetry materials; 28.6% pointed out that they were not satisfied with fiction books. In addition; 25.9% pointed out that they were not satisfied with text books. From all evidence, it has revealed that most of the pupils were not satisfied with the school library information resources. In other words, many library information resources in the school libraries do not in any way satisfy pupils' academic needs/desires. This might be due to unavailability of current library information resources, lack of current and relevant reading materials and poor accessibility. From all indication, school libraries in primary schools should be improved in the provision of quality and quantity school library information materials to satisfy the learning outcome/desires of the primary school pupils.

Table 7. Satisfaction of School Library Information Resources (N = 220)

| Category | Highly Satisfied | | Satisfied | | Not Satisfied | |
|----------------------|------------------|------|-----------|------|---------------|------|
| | N | % | N | % | N | % |
| Textbooks | 79 | 35.9 | 84 | 38.2 | 57 | 25.9 |
| Fiction books | 76 | 34.5 | 81 | 36.8 | 63 | 28.6 |
| Journals | 66 | 30 | 69 | 31.3 | 85 | 38.6 |
| Magazines/Newspapers | 67 | 30.5 | 70 | 31.8 | 83 | 37.7 |
| Maps/Atlases | 66 | 30 | 67 | 30.5 | 87 | 39.5 |
| Dictionaries | 67 | 30.5 | 70 | 31.8 | 83 | 37.7 |
| Audio-visual | 60 | 27.3 | 61 | 27.7 | 99 | 45 |
| Poetry | 73 | 33.2 | 76 | 34.5 | 71 | 32.3 |
| Encyclopaedia | 62 | 28.2 | 67 | 30.5 | 91 | 41.4 |
| Others | 65 | 29.5 | 69 | 31.3 | 86 | 39.1 |

Challenges Confronting Pupils in Using School Libraries

Pupils were to express their opinion on what constraints they encounter in using school libraries as indicated in the checklist provided for them. Table 8 reveals that



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30.5% indicated that lack of informational professional school librarians – human resources for processing reading materials as a major constraint, 25.5% indicated lack of current reading materials, also, 22.2% said restricted library reading hours while 21.8% indicated lack of sitting facilities as consequential factors facing pupils in using the school libraries effectively.

Table 8. Challenges Confronting Pupils in Using School Libraries in Primary Schools (N = 220)

| S/N | Challenges | No respondents | of Percentage (%) |
|-----|--|-------------------|----------------------|
| 1 | Restricted library reading hours | 49 | 22.2 |
| 2 | Lack of current reading materials | 56 | 25.5 |
| 3 | Lack of Information professionals/school librarians (human resources) for processing reading materials | 67 | 30.5 |
| 4 | Lack of sitting facilities | 48 | 21.8 |

Table 9 shows other library information resources pupils consult in meeting their information needs. The findings reveal that 31.8% of respondents use the public library as alternative sources to meet their information needs. 26.4% of respondents used internet sources, 23.6% of respondents consult special libraries while 18.2% use academic library as alternative Information resources. The findings shows that large number of pupils do consult Public libraries as their alternative information resources. This might be because Public library contains various information resources that meet their information need, which may not be available in their school libraries. Secondly, proximity of Public library to their school area and easy accessibility of these Information resources. The government, education stakeholders and organisations like NGOs should make more exertions in acquiring different Information resources in Public libraries that meet Information needs of pupils. This is because Public libraries across the country make all kinds of Information and knowledge available to its users. Apart from Public Library, other alternative resources used by pupils are internet sources and special libraries. Nevertheless, school libraries should be connected to internet facilities by the primary school management, government at local, state and federal level. This will enable the pupils and teachers access more current and relevant information resources.



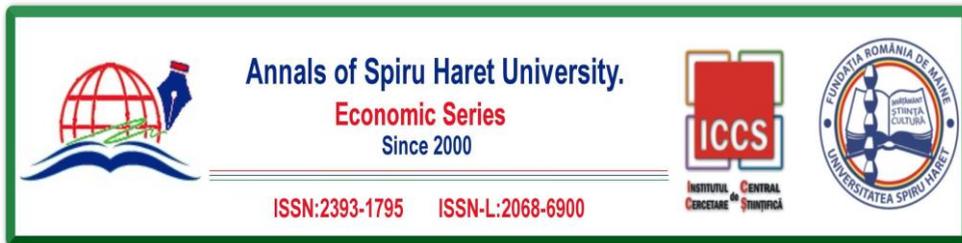
Table 9. Other Resources Do Pupils Consult in Meeting Their Information Needs (N = 220)

| S/N | Alternative Sources | No of respondents (N) | Percentage (%) |
|-----|---------------------|-----------------------|----------------|
| 1 | Special Library | 52 | 23.6 |
| 2 | Internet Sources | 58 | 26.4 |
| 3 | Public Library | 70 | 31.8 |
| 4 | Academic Library | 40 | 18.2 |

Discussion

It was discovered from the findings that major challenges confronting pupils in using school libraries in primary schools are firstly, lack of Information professionals/school librarians for processing and organising reading materials. This is very common in almost all the primary schools in the areas of investigation. The information materials were not organised because the libraries were not man by professional staff. The majority of the books were not catalogued and classified, this makes it very difficult for pupils to access and utilise these library materials effectively to their satisfaction. The primary school management through the government should employ professional school librarian(s). Similarly, there is lack of current reading books. Most of the available books are old, tattered, dusty, outdated and inadequate in the study area. The above statements discourage pupils from using the school library. This could lead to poor performance in their academic performances. To solve this problem, the primary school management in conjunction with the government at all levels and other education stakeholders should strengthen the primary school library Information resources by providing more current, relevant reading materials through purchase, donation etc that will enhance their academic achievement.

Another major constraint towards the use of school library is restriction of library hour. The area of study surveyed shown that almost all the school libraries had no standard time table for library opening. All the school libraries were opened for only short period/time. This as in no small measure contributed to inadequate use of the school libraries in a negative way. Moreso, the school libraries are not properly funded either by the school management or government at all level. Lack of sitting facilities, tables and chairs are regarded as constraint in using the school libraries by pupils in most of the primary schools. On this note, there is needing to adequately provide furniture in the school library for pupils to have conducive and convenient good learning environment.



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Conclusion

The school libraries, most especially in primary schools serve as the nerve centre of all educational institutions and crucial factor in the educational development of men at all levels especially in educational institutions. The library, which is the hub of any educational set up provides Information and idea that are fundamental to functioning successfully in the increasing information and knowledge-based society. Findings shown that most frequently used Information sources by primary school pupils are only books followed by fiction books. In addition, other library information resources are: journals, magazines/newspapers, maps/atlas, dictionaries, poetry, encyclopaedia, audio-visual and others were not accessible by pupils, in order words, they were not satisfactory to meet the pupils yearning for their Information needs. Many constraints were as well faced by the pupils in using the school library, such as, old, dusty and not up to date or current Information resources in the library, etc. To provide for effective use of the school libraries, there is every need to acquire current and adequate school library Information resources, provision of professional school librarians to man the school libraries as well as provision of Information Communication Technology (ICT) facilities.

All the above-mentioned solutions could be achieved with the assistance of the government at all levels (Local, State and Federal), education stakeholders, non-governmental organisations (NGOs).

Recommendations

Based on the findings of this study, the following recommendations were made. This study recommend that school library management and government at all level should ensure the development of a modern school library-based collection. This will enable individual learning and makes learning interesting. School library collection will also attract the pupils to the use of the library resources and interact with the personnel. It also recommend that the government in collaboration with other stakeholders should build new school libraries in different primary school in the country and equipped them with all necessary library facilities. Also, that the Government and school library management should encourage pupils to use the libraries through the creation of library period on the time-table. The opening hour of the libraries should be extended beyond school hours to give pupils the opportunity of using the library.



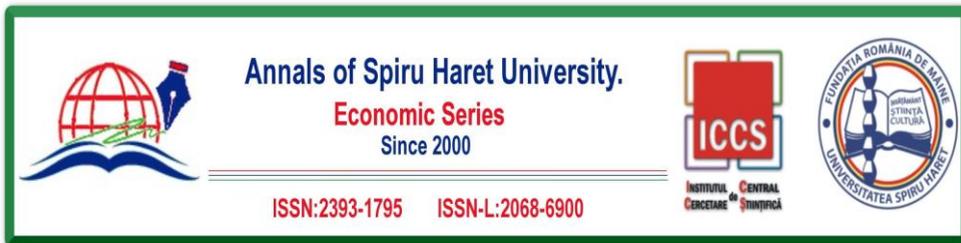
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Furthermore, teachers should be motivated to encourage the pupil to use the library by giving them assignments that will take them to the library on a regular basis. The provision of computer-based/electronic learning resources should be taken seriously in order to enable teachers fit into the change in paradigm shift in education from teacher-centred to learner-centred. The study also recommend that the government at all levels should put more priority on adequate provision of fund necessary for the provision of current and up to date Information resources and more so the employment of qualified and trained teacher librarian(s).

There is need for regular maintenance and renovation of library facilities. Even though there are adequate facilities in the library. Observation as shown that some of the facilities are deteriorating, hence, there is need for repairs and renovation of the existing library structures, facilities, and resources. There is also the need for collective action by individuals, non-governmental organisations (NGOs), and government to rescue the development of school libraries in the Nigeria. It is also important that there should be proper evaluation of the activities of the school libraries on a regular basis to ensure that the purpose for which the libraries are established is not defeated. Finally, effort should be put in place ensure continuous training and retraining to library human resources and teachers alike for effective and efficient services deliveries to engender productivity.

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