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## ACCESS AND USE OF LIBRARY INFORMATION RESOURCES BY SECONDARY TEACHERS IN ASABA, DELTA STATE

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### ABSTRACT

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*The article is on access and use of library information resources by secondary teachers in Asaba, Delta State. School libraries are very essential in primary and secondary education. They are established and maintained to serve and support the educational activities of the school. Descriptive survey research design. The population was made up of thirty-six(36) teacher librarians out of 80 secondary schools across the selected eighty (80) secondary schools in Oshimili South LGA. These thirty-six(36) secondary schools consists of Private(Individual owned) , Missionary (Religion owned) and Public (government owned) schools in Delta State. They were randomly selected within Asaba metropolis. Finding shows that lack information resources in all the secondary schools. The electronic and audio-visual information resources are not available, unlike print resources. that the information resources mostly used by secondary school teachers are journals, newspapers / magazines, map or charts, library catalogue, and reference books; major problems affecting the use of information resources by teachers are slow connection speed, constant power outage, lack of update and current resource, and lack of convenient accommodation. Recommendation were made for the study.*

**Keywords: Access, Use, Information Resources, Secondary, Teachers and Asaba**

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### Introduction

Secondary schools represent the second tier of the educational system in Nigeria. They receive pupils from primary schools and prepare them for vocations and higher education. In essence, the broad goal of secondary education is to prepare an individual for useful living within the society and higher education (National Policy on Education, NPE, 2014). There is no secondary school that will achieve this goal without a functional library. Libraries are a crucial factor in every ramification of human development, especially in educational pursuit. They are different types of libraries were derived from the uses of each library: school library for primary and secondary schools; college library, for college of education and polytechnics; university library, for universities, national library, for the nation; research library, for research institutes; and so on. Knowledge is the by-product of information acquisition (Ezeala, 2022). This is because an individual becomes knowledgeable after acquiring the necessary information and making meaning out of the information. Therefore, school library is one of place to acquire knowledge and use information resources that help individual to grow in career pursuit.

School libraries are very essential in primary and secondary education. They are established and maintained to serve and support the educational activities of the school. As an educational support

service, school library adds value to classroom instruction, upgrades the intellectual scope and depth of teachers, and provides enabling environment for students to further their search for knowledge. The International School Library Association (ISLA, 2012), maintains that school libraries are libraries found in pre-primary, primary, secondary schools and colleges geared towards ensuring the academic growth of these schools. School libraries are collection of books and related materials which are organized, managed, and maintained by qualified staff. Unequivocally, school libraries prepare students for vocational and higher education. On the same note, Hughes, Bozorgian, Allan, & Dicoski, ) (2013), view school library as the heart of the school around which the school programme revolves. According to them, this perception makes the school library look like an entity, an institution in its own right that offers library services to students, teachers and members of the school community and friends of the library. By way of operational definition, school library is the intellectual power house of the school, the warehouse of knowledge where books and non-book materials are stored to prepare students for vocational and higher education.

One of the major functions of a school library is to provide access to information resources and to respond to the educational needs of the community that it serves. A school library plays a vital role in

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socio-economic development. Therefore, it is important to provide learners and teachers with access to a wide variety of curricular support resources, exposing learners to diverse ideas, experiences and opinions (SADBE, 2012). The International Federation of Library Associations and Institution's School Library Guidelines (IFLA, 2015, p.16) define a school library as a "school's physical and digital learning space where reading, inquiry, research, thinking, imagination, and creativity are central to students' information-to-knowledge journey and to their personal, social, and cultural growth". Ideally, school libraries should provide learners and teachers with access to a wide variety of curriculum support resources. The variety of information resources in a school library exposes learners to diverse ideas, and unlocks their minds to view the world from different angles, and instils a habit of reading to promote literacy standards. School libraries nurture and instill a culture of reading that promotes competent, self-directed learners who become aware of their own information needs.

The South Africa Department of Basic Education (SADBE) states that its vision is to ensure that schools will have well-resourced and functioning school library services. The fulfilment of this vision will produce learners and teachers who are information literate and independent lifelong learners and readers (SADBE), 2012). Mojapelo and Dube (2014, p.8) state that "school libraries are repositories of

information resources which play an important role in supporting learners with curriculum related tasks and activities". Learners or teachers need to have easy access to these resources in libraries and the resources need to be at the appropriate academic reading level.

Availability of library resources creates an enabling environment for the utilization of library resources. It is assumed that if information is available to the teachers and students in school libraries, it could make education more effective. The main goal of the school library is for users to gain access to its wealth of information resources. Information sources are efficient if they provide relevant, useful and accurate information that can help users solve their problems. As such, availability of library facilities refers to the presence of library facilities which students can lay hands on (Ezeala, 2022). This means that its adequacy in quantity and quality to promote students learning activities. The availability of library facilities encourages accessibility and use. Inability to access information resources in the library can result in time wasting and frustration. Such time wasting and frustration, have the potential of discouraging, rather than encouraging library use. Library resources are of no much value to the users until they are utilized.

In Nigeria, especially as it is in some other parts of the developing world, the controversial opinion that the standard of education has fallen has generated

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'hot'debate in many angles. Various factors have been put forward by scholars and researchers as possible factors responsible for this ugly development. However, the national policy on education 2014 as early stated from the beginning; recognized the school library as one of the most important educational institution for development; yet many secondary schools do not have a functional library. It is worthy of note that having a non- functional library is as good as not having a library. It is against this back drop that this study investigated the situation in Oshimili South Local Government Area, Asaba, Delta State.

**Objectives of the Study**

The aim of this study is to investigate the access and use of library information resources by secondary teachers in Asaba, Delta State.

The specific objectives are to:

1. ascertain the availability or accessibility of library information resources school library across secondary schools Asaba, Delta State.
2. identify the library resources level or frequency utilized by school teachers in the study area
3. find out the extent of library utilization among the teachers
4. identify the problems militating the use of school library resources

**Research Questions**

The study answered the following research questions:

1. To what extent are school library available or accessibility across secondary schools in Asaba?
2. What level or frequency library resources are used in the secondary schools in the study area?
3. To what extent are library resources utilized by the by teachers?
4. What are the problems militating the use of school library resources?

**A Brief History of First Secondary in Asaba (St. Patrick's College, Asaba)**

St Patrick College, Asaba was founded in 1944 by Late Rev. P. J Kelly, Catholic Bishop of Asaba, Benin Vicariate. The founding of St Patrick College in 1944 was a joint venture between the Catholic mission and Asaba Community. It was originally called St Augustine's College and first managed by Rev Fr. Thomas Duffy, the Parish Priest of the Catholic mission. The name St Augustine was later changed to St. Patrick after the name of Patrick J. Kelly who had become the Bishop of the Catholic Diocese of Benin where Asaba catholic mission used to belong.

The first principal of the college was Rev.Fr. Anthony McDonagh, enlisted as such while he was still in the University of London. It was Late Afam Igbodo who was teaching at African College, Onitsha that was persuaded to return home and head the college pending the arrival of Rev. Fr. McDonagh to assume the office of principal.

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Rev. Fr. McDonagh arrived in March, 1945 to meet his school in its second year (classes I and II).

The motto of St Patrick College is Veritas in Caritate which means Truth in Love.

**Literature Review**

Gretes (2013, p. 2) describes state school libraries as “hubs of learning in public schools”. They provide access to books and other information resources, which lead to high standards of literacy that contribute to the wealth of knowledge in the society. This can be achieved by providing access to information resources during school hours or access to internet resources beyond the confines of the school premises (p. 8). A library’s usefulness and success depend upon the availability and usability of its information resources. The role and functions of school libraries are well documented in the National Guidelines for School Library and Information services (SADBE, 2012), hereafter referred to as The National Guidelines. The National Guidelines (SADBE, 2012) and the IFLA School Library Guidelines (IFLA, 2015), hereafter referred to as the IFLA Guidelines, state that school library and information services should provide learners and teachers with access to a wide variety of resources for curriculum related tasks and activities such as homework, assignments, research projects, and leisure time reading. Mojapelo and Dube (2014) endorse the idea that school libraries are there to support the school curriculum by providing access to a wide variety of information resources, which will equip learners with lifelong learning skills. Accessibility and utilisation of library information resources are the key factors in the provision of quality services in libraries; therefore, a school library should provide learners, teachers, school management and the extended school community with access to a library-based resource centre (SADBE, 2012, p. 9). Among the core school

library service goals listed in the IFLA/UNESCO School Library Manifesto (IFLA, 1999), hereafter referred to as the IFLA/UNESCO Manifesto, this study concentrates on those goals that promote access to local, regional, national and global resources and opportunities that expose learners to diverse ideas, experience and opinions.

**Research Methodology**

The study adopted descriptive survey research design. The population was made up of thirty-six(36) teacher librarians out of 80 secondary schools across the selected eighty (80) secondary schools in Oshimili South LGA. These thirty-six(36) secondary schools consists of Private(Individual owned) , Missionary (Religion owned) and Public (government owned) schools in Delta State. They were randomly selected within Asaba metropolis. A sample size of 36 teacher librarians were selected from the total population across the 36 schools using simple random sampling technique which provides equal chance for each elements to be selected and used for the study. Example some of the schools used are Zappa mixed Secondary school, West end Mixed Secondary School, Unity Secondary School, Marble Hill Secondary School, Royal Mira Secondary School, Demonstration Staff School, Infant Jesus Academy School, Anglican Girls Grammar School and Government Model Secondary School, etc.

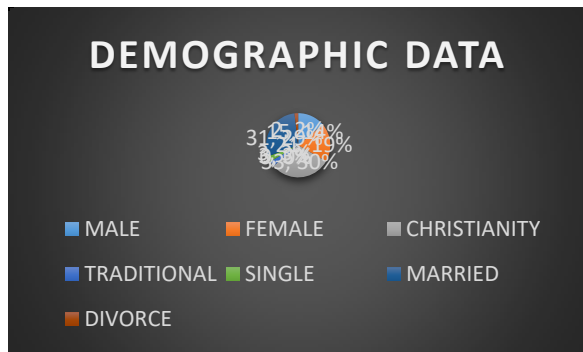
Two instruments were used to generate data; A structured questionnaire developed by the researchers and direct observation. Direct observation was

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employed to enable the researcher validate some of the responses obtained through the questionnaire. The questionnaire was divided into two sections 'A' & 'B'. Section A contained demography information while section B was analytical questions. The researcher administered the instruments to the respondents face to face and retrieved same instruments on the spot. The data was analyzed using frequency distribution tables and simple percentages.

**Analysis and Discussion of Findings**

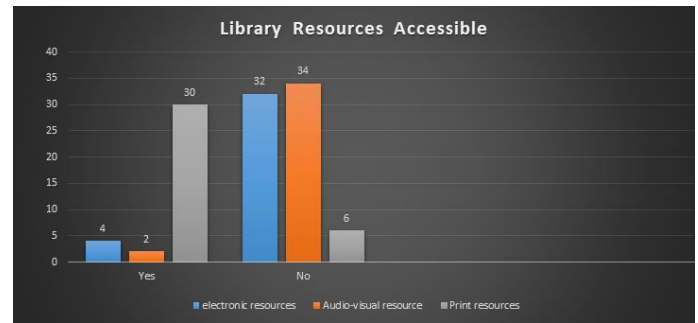
**Demographic Information of Respondents**



The pie chart shows the demographic characteristics of the respondents. Result showed that 15(41.6%) of the respondents were male while 21(58.3%) of the respondents were female, which implies that the female respondents are more than the male respondents that took part in the study. Based on their religion, it could be depicted that traditional religion are 3(8.3%) of the respondents that participated in the study were Christians, 33(91.6%) of the respondents were Muslims, while nobody indicated any other religion. However, based on their marital status of the respondents were single, 3(8.3%) were married while 31(86.1%) of the respondents were divorce were 2(5.5%). From the analysis it could

be inferred that female teachers, Christianity and married workers are more in the secondary schools in Oshimili South- LGA , Asaba, Delta State.

**Research Question 1: Availability or accessibility of library information resources school library across secondary schools Asaba, Delta State.**



The chart indicates that many secondary school libraries in Oshimili South, LGA Asaba lack information resources. The electronic and audio-visual information resources are not available, unlike print resources with 30(83.3%). these shows that school libraries in the capital state are not up to standard compared to developed countries school libraries.

**Research Question 2: Level / frequency of library resources are used in the secondary schools in the study area**

Level or frequency of library resources	Very High frequency	High frequency	Very low frequency	Low frequency
Teacher s	-	-	30(83.3%)	35(97.2%)
Non-Teachers	-	-	6(16.6%)	1(2.7%)
<b>Total</b>	-	-	<b>36</b>	<b>36</b>

The table indicate that teachers are not frequency the secondary school libraries to consult information resources. Teachers rate of use are very low and low levels. While non-teachers are not even visiting the school libraries in Oshimili South LGA, Delta State.



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**Research Question 3: Extent are library resources utilized by the teachers**

Information Resources	Highly Utilised	Utilised	Not Utilised
Internet facilities and online resources	-	2(5.5%)	34(94.9%)
Textbooks	-	1(2.79%)	35(97.2%)
Journals	-	15(41.6%)	21(58.3%)
Newspaper / Magazine	-	5(13.8%)	31(86.1%)
Conference Proceedings	-	-	-
Manuscript papers	-	4(11.5%)	32(88.8%)
Reference books	-	15(41.6%)	21(58.3%)
Map / Charts / Diagrams	-	10(27.7%)	26(86.1%)
Library Catalogue	-	5(13.8%)	31(86.1%)
Online Public Access Catalogue (OPAC)	-	-	36(100%)
Indexes and Abstracts	-	-	36(100%)
Monographs	-	-	36(100%)
<b>Total</b>	<b>-</b>	<b>36</b>	<b>36</b>

Result in table revealed that 34(94.4%) of the respondents are not utilize internet facilities and online resources while 1(2.7%) of the respondents had a contrary view. 35(97.2%) of the respondents are not utilize textbooks while 1(2.7%) of the respondents had a contrary view. 21(58.3%) of the respondents are not utilize journals while 15(41.6%) of the respondents had a contrary view. 31(86.1%) of the respondents are not utilize newspapers / magazines while 5(13.8%) of the respondents had a contrary view. the respondents not utilize and utilized conference proceedings / papers out all. 32(88.8%) respondents are not utilize reference books while 4(11.1%) of the respondents had a

contrary view.

While, 36(100%) of the respondents are not utilize Online Public Access Catalogue (OPAC). 33(91.6%) of the respondents are not utilize indexes and abstracts while 39(8.3%) of the respondents had a contrary view. 33(91.6%) of the respondents are not utilize monographs while 3(8.3%) of the respondents had a contrary view.

Hence, the information resources mostly used by secondary school teachers are journals, newspapers / magazines, map or charts, library catalogue, and reference books.

**Research Question 4: Problems militating the use of school library resources.**

Problems	YES	NO
Slow connection speed	30(83.3%)	5(16.6%)
Constant power outage	28(77.7%)	8(22.2%)
Lack of update and current resource	32(88.8%)	4(11.1%)
Inadequate search skill	35(97.2%)	1(2.7%)
Lack of adequate information resources	32(88.8%)	4(11.1%)
Inadequate loaning period	3(8.3%)	33(91.6%)
Inadequate library services	31(86.1%)	5(13.8%)
Inadequate library space	30(83.3%)	6(16.6%)
Inadequate library use skills	25(69.4%)	11(30.5%)
The school/teachers Librarian are not Friendly	5(13.8%)	31(86.1%)
Lack of convenient Accommodation	33(91.6%)	3(8.3%)
<b>Total</b>	<b>36</b>	<b>36</b>

Result in table revealed that 30(83.3%) of the respondents affirmed that slow connection speed is a problem affecting the use of information resources by

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teachers; the respondents affirmed that constant power outage is a problem affecting the use of information resources by teachers. The respondents also affirmed that lack of update and current resource is a problem affecting the use of information resources by teachers the analysis also shows that respondents affirmed that inadequate search skill 35(97.2%) is a problem affecting the use of information resources.

Moreover, 30(83.3%) of the respondents affirmed that inadequate library use skills is a problem affecting the use of information resources by teachers. while 6(16.6%). had a contrary view of the respondents affirmed that lack of effective information retrieval skills is a problem affecting the use of information resources by teachers while 11(30.5%) had a contrary view. Hence, the major problems affecting the use of information resources by teachers are slow connection speed, constant power outage, lack of update and current resource, and lack of convenient accommodation.

### **Discussion of Findings**

Research question one revealed that the major many secondary school libraries in Oshimili South, LGA Asaba lack information resources. The electronic and audio-visual information resources are not available, unlike print resources. This shows that school libraries in the capital state are not up to standard compared to developed countries school libraries. This result is in line with the finding of Ogugua, Emerole, Egwim, Anyanwu, , and Haco-Obasi, (2017) who showed that there is low patronage of information resources as many users

have not fully realized the potentials of the library in this information age. Research question two revealed that there Teachers rate of use are very low frequency and low frequency. Also non-teachers are not even visiting the school libraries in Oshimili South LGA, Delta State. This study is line with Ojo and Akande (2015) in a survey of 350 respondents examined teacher access, usage and awareness of Information resources revealed that the level of usage of the Information resources by teachers for academic activities is not high.

Research question three revealed that the information resources mostly used by secondary school teachers are journals, newspapers / magazines, map or charts, library catalogue, and reference books. This study in line Ezeala, (2022) who found out from her study availability and utilization of library resources in some selected secondary schools in JOS South Metropolis, Plateau State. It implies that a good number of the respondents do use the library resources available in their schools. The library users may be mostly teachers as impact of the use of the library is yet to manifest on the students. This contrary to the study of Ekhaguere, Olayinka, Taiwo, Alonge and Obono (2015) who asserted that with the availability of Information resources, research is no longer complicated. This is due to the fact that most of the documents to be consulted for research are available in electronic formats like the Internet, online database, OPACs, electronic journals, and electronic books, etc.

Finally, research four revealed that major problems affecting the use of information resources by teachers are slow connection speed, constant power outage, lack of update and current resource, and lack of convenient accommodation. In observing the realities of these within the local environment, Arua and Chinaka (2011) surveyed



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the use of school library resources by staff and students of secondary schools in Umuahia North of Abia State, Nigeria. Of all the seven secondary schools they surveyed, none of the school libraries was worth being regarded as a school library. Their challenges spanned from accommodation, with majority of the blocks dilapidated in form or the other; lack of reading facilities such as carrels to outdated collections, where materials are available. This is the situation report in one part of Abia State, Nigeria. Also the study of Ojo and Akande (2015) they revealed that the problems affecting the use of information resources by teachers are lack of information retrieval skills for exploiting information resources, thus making the level of usage of resources by teachers very low.

### **Conclusion and Recommendations**

From the discussion, it can be concluded that the major possessed by teachers are using print resources, not audio-visual or electronic resources as a result of lack of electronic or media resources center in school libraries. However, the major information resources that are available and mostly used by teachers are reference books, internet facilities and online resources, textbooks, journals, and newspapers magazines. Teachers' ability to locate and access information; evaluate reliability of information and find the needed information. Based on the findings, the following were recommended:

- i. School administrators should assist teachers to acquire more electronic information literacy skills.
- ii. There should be continuous training and retraining of information literacy skills acquisition and adequate provision of information resources in the library
- iii. Adequate internet facilities should be provided to ameliorate the issue of slow

connection speed as one of the problems stated in the findings

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