

SURVEY OF TEACHERS' USE OF INFORMATION RESOURCES IN SECONDARY SCHOOL LIBRARIES IN ILE-IFE CENTRAL LOCAL GOVERNMENT AREA, OSUN STATE

BY

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ABSTRACT

The study investigated the utilization of information resources by teachers in secondary schools that have functional libraries in Ile- Ife Central local Government Area. A survey research method was used for the study. The instrument for data collection was the questionnaire. The population of this study comprised of 314 teachers in 9 secondary schools that have functional Libraries in Ile-Ife. The sampling techniques used for this study was Total Enumeration. The results of the study revealed that the most 45(37.7%) accessible information resources were dictionary, followed by textbook and encyclopedias. The most 43(35.8%) utilized were textbooks, followed by dictionary and magazine. The study revealed that there was a significant relationship ($r = 0.716$, $p < 0.05$) between accessibility and utilization of schools' library information resources of teachers in Ile- Ife Central Local Government Area, Osun State. It was recommended that adequate funding should be provided for school libraries to enable them meet the challenges of information provision.

KEYWORDS: *Information resources, Teachers, Schools, Library, Ile-Ife, Nigeria*

Introduction

School libraries are very important units in the school system. They are established for the purposes of meeting the information needs of both staff and students in the school. Over the years, the concept of school libraries has been subjected to different definitions by various authors based on their perception. However, a more recent definition has been propounded by IFLA school libraries section standing committee (2015) describe school libraries as 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.

Mohammed (1998) described the school library as a medium for stimulating and encouraging the creation and utilization of variety of information resources by both the pupils/ students and teachers. He added that the school library serves to integrate teaching and learning using both print and non-print media resources usually with the assistance of professional library staff.

The school library plays an important role in the teaching – learning process in the school system. It enables the teachers to have access to information that will aid them in transmitting knowledge to their students. It is generally believed that when teachers use the school libraries they will acquire a broader range of teaching strategies which they utilize in teaching their students. Apart from this, school libraries are of great value to students because they provide support for them in learning and using information regardless of its format.

Although school libraries have contributed significantly to students and teachers access to information sources, there has been a very limited study conducted in Nigeria on the usage of information resources among teachers in secondary schools.

Statement of the Problem

Existing studies on school libraries in Nigeria have focused on students' usage. However, little attention have been paid on the use of school library information resources among teachers in secondary schools. Paying attention on the use of school libraries among teachers will reveal the level of access and use of school library information resources and equally identify factors influencing them. This present study intends to fill this gap.

Objectives of the Study

The objectives of the study are to:

1. Ascertain the frequency of teachers' visit to the school library
2. Find out the main reasons for using the school library
3. Determine the length of time teachers spend in the library during each visit,
4. Determine the information sources that are mostly accessible to teachers in the school library
5. Determine the frequency of teachers use of information resources in the school library.
6. Access the teachers' level of satisfaction with the school library information resources.
7. Examine the relationship between accessibility and utilization of school library information resources among teachers.

Research Questions

The research questions for the study are

1. How frequent does teachers visit the school library?
2. What are the reasons for using the school library?
3. What is duration of teachers stay in the school library during each visit?
4. What is the level of accessibility to information resources of teachers in the school library?
5. How often do teachers use the information resources in the school library?
6. To what extent are teachers satisfied with school library information resources?

Research Hypothesis

The research hypothesis of the study is

1. There is no significant relationship between accessibility and use of information resources in school libraries among teachers.

Review of Related Literature

Adeniji (2006) studied the utilization of school library by teachers in six secondary schools in Ogun State. A total of 90 out of 120 responses were received and analysed. The findings revealed that eight percent of the teachers were aware of the existence of libraries in their various schools. The study also revealed that the library collection were inadequate in meeting the teachers demands, as most of them had to visit other libraries to obtain more information on their area of needs. It was also found that most libraries were manned by teachers without qualification in librarianship. The study recommended adequate funding of school libraries and attendance seminars, in-service training and other developmental programs by library staff to enhance their performance on the job.

Mokhtar and Majid (2005) explored the use of school libraries and their resources by teachers, their level of collaboration with their school librarians and the problems faced by them in using these libraries. Seventy-six teachers from seven schools in Singapore participated in the study. The results showed that teachers generally did not use their school libraries and various information resources effectively, mainly due to the inadequacy of their school libraries in terms of educational materials. In addition, it was found that teachers did not collaborate with their school librarians in planning their lessons or other academic activities.

Bouazza and Al-Mufaraji (2005) investigated the nature and extent of use of school libraries by teachers in preparatory and secondary schools in Oman. 302 teachers participated in the survey. The study evaluated the types of materials and the range of services used. It also assessed the extent of teachers satisfaction with provision of information resources and services. The results of the survey revealed a low usage of school libraries by teachers in preparatory and secondary schools in Oman. The survey revealed that school libraries held poor collection, especially of audio-visual material, journals and electronic resources and access to the internet. The study also revealed that teachers were dissatisfied with library services because they appeared to be poorly developed and tended to be traditional in character.

Omera (2013) studied the utilization of secondary school libraries by teachers and students in Idah local government council of Kogi state, Nigeria. 182 teachers and library staff from seven secondary schools and colleges participated in the survey. The results of the study revealed that there was a shortage of qualified library personnel to man the libraries, that audio-visual resources like slides, films filmstrips, transparencies, record and record players television, audio-tapes, cassettes and cassettes recorders were not available in the school libraries. The study also found that there was a low patronage or usage of the library by teachers and that majority of teachers and students were not satisfied with the available library resources.

Wessels and Mnkeni-Saurombe (2012) investigated the use of the school library at a primary school by teachers at the end of a literacy project without the guidance of the project facilitators at the school. The findings suggest that the school library was being utilised and appreciated as an integral part of the learning process. However, the teachers seemed to need further exposure and training on information literacy.

Mansor and Nor (2011) investigated the use of the school resource centre among high school teachers in Malaysia. One hundred and eighty four school teacher in five public schools participated in the study. The study revealed that the level of school resources centre usage among teachers was low because majority of the teachers seldom visited the school resource centres. That majority of teachers who visited the school resource centres did so for pleasure reading instead of using the services for their teaching-learning purposes. That respondents were not using enough of the latest search methods like the OPAC Bouazza and Al-Mufaraji (2005) investigated the nature and extent of use of school libraries by teachers in preparatory and secondary schools in Oman. 302 teachers participated in the survey. The study evaluated the types of materials and the range of services used. It also assessed the extent of teachers satisfaction with provision of information resources and services. The results of the survey revealed a low usage of school libraries by teachers in preparatory and secondary schools in Oman. The survey revealed that school libraries held poor collection, especially of audio-visual material, journals and electronic resources and access to the internet. The study also revealed that teachers were dissatisfied with library services because they appeared to be poorly developed and tended to be traditional in character. or card catalogues. Almost all respondents used shelf to shelf browsing as their preferred searching method.

Dadiani (2013) studied how teachers use libraries / librarians to meet their information needs with regards to technology and also to identify the constraints on teachers in meeting their information needs with regards to technology. It was found that teachers use librarians as a central information resource when it comes to technology; various barriers to this information resource were identified.

Methodology

Design

The study employed a descriptive survey method. The population of this study comprised all 314 teachers in nine secondary schools that have functional school libraries in Ile-Ife, Osun State, using Total Enumeration Sampling Technique. The instrument for data collections was a self designed questionnaire titled "Utilisation of Library Information Resources Scale for Secondary School Teachers." The questionnaire had five sections. Section A required the respondents' demographic information like the name of school, type of school, gender, marital status, and age; Section B: contains questions on the frequency of visit to the library and reasons for the visit; Section C: Accessibility of School Library Information Resources Scale, Section D: Utilisation of School Library Information Resources Scale, Section E: Satisfaction with School Library Information Resources Scale. The tools that were used to analyze the data are Percentages and Pearson Correlation Analysis.

Administration and Collection of Copies of Questionnaire

Copies of questionnaire were administered to 314 teachers in the secondary schools that have functional libraries in Ile-Ife. One hundred twenty teachers filled and returned their questionnaire. These were analysed using the Statistical package for Social Sciences (SPSS).

Table 1: Secondary Schools with Functional Libraries

	Names of Secondary Schools	Population	No of Questionnaire Returned
1.	Adepetu Comprehensive College Ile-Ife	15	10
2.	Ibikunle Lawal College, Ile-Ife	12	12
3.	Ife City College, Ile-Ife	25	5
4.	Modakeke High school, Ile-Ife	40	20
5.	Oduduwa College, Ile-Ife	67	17
6.	Oluorogbo High School, Ile-Ife	27	9
7.	Royal Comprehensive High School, Ile-Ife	15	9
8.	School of Science, Ile-Ife	28	18
9	Obafemi Awolowo Univ. International school Ile-Ife	85	20
	Total	314	120

Findings

Demographic Characteristics of Respondents

Of the 120 respondents that participated in the study 73 (60.8%) were male and the remaining 47 (39.2%) were female. As regards their marital status, 33 (27.5%) were single while 87(72.5%) were married. Their ages range from 21 year to 61 years. Their mean age was 36.35years with a standard deviation of 8.35years, indicating that majority of the teachers were middle aged. The mean age of their length of service was 8.32years with a standard deviation of 8.182 years.

With regard to their education qualifications, 1(0.8%) possessed the OND, 11(9.2%) possessed the HND, 8(6.7%) possessed the NCE, 77 (64.2%) possessed the first degree, 7 (5.8%) possessed the post-graduate diploma and 16 (13.3%) possessed the master degree.

Research Question 1: Frequency of Teachers' Visit to the School Library.

The data in Table 2 shows that 29 (24.2%) of the teachers visited the school library daily, 35 (29.2%) of teachers visited the library once a week, 39(32.5%) of the teachers visited the school library occasionally. The indication from the data is that the daily use of school libraries by teacher is low. Teachers use the library more occasionally than daily use.

Table 2: Frequency of Teachers' visit to the School Library

	Frequency	Percentage
Daily	29	24.2
Once a week	35	29.2
Once a month	9	7.5
Occasionally	39	32.5
Not at all	8	6.6
Total	120	100

Research Question 2: Reasons for using the school library

The data in Table 3 indicates that 94 (78.3%) of the teachers use the library to seek for information, 34 (28.3%) to borrow library books, 33(27.5%) visit the library to prepare lessons for teaching their students. However, only 8 (6.7%) visited the library to consult the school librarian. The data shows that the main reason for using the library was to seek for information.

Table 3: Reasons for using the Library

	Reasons	No.	Percentage
1.	To seek for information	94	78.3
2.	Borrowing library books	34	28.3
3.	Prepare lessons for teaching	33	27.5
4.	Study your own books	18	15.0
5.	Home work preparation	8	6.7
6.	Consult school librarians	8	6.7
	Total	120	100

Research Question 3: Duration of teachers stay in the school library during each visit

From the data in Table 4, 48 (40.0%) of the teachers spent less than an hour during each visit to the library, 40 (33.3%) of the teachers spent between 1 to 2 hours in the library; 17 (14.2%) of the teachers spent 2 to 3 hours in the library. Only 6 (5.0 %) of the teachers spent over 4 hours in the library. This indicates a low usage of the library resources among teachers in secondary schools.

Table 4: Duration of stay in the library during each visit

Hours	No.	Percentage
Less than 1 hour	48	40.0
1-2 hours	40	33.3
2 – 3 hours	17	14.2
3 – 4 hours	9	7.5
Over 4 hours	6	5.0
Total	120	100

Research Question 4: Accessibility to Library information resources of Teachers.

The data in Table 5 shows that the most accessible information sources were the dictionary 45(37.7%). Followed by textbooks 38(31.7%) and encyclopedias 29(24.2%). The least accessible information sources were atlases 18(15.0%), newspapers 49(40.8%), journals 49(40.8%), magazine 50 (41.7%) and maps 17(14.2%).

Table 5 : Accessibility of Library Information resources to Teachers

		Very Readily Accessible	Readily Accessible	Occasionally Accessible	Not Accessible
1	Dictionary	45(37.7%)	23(19.8%)	9 (7.5%)	9 (7.5%)
2.	Textbooks	38 (31.7%)	31 (25.8%)	43 (35.8%)	8 (6.7%)
3.	Encyclopedia	29(24.2%)	20(16.7%)	43(35.8%)	28(23.3)
4.	Atlases	19(15.8%)	23(19.2%)	60(50.0%)	18 (15.0%)
5.	Newspapers	21(17.5)	19(15.8)	31(25.8)	49(40.8)
6.	Journals	12(10.0)	16(13.3)	43(35.8)	49(40.8)
7.	Magazines	13(10.8)	14(11.7)	43(35.8)	50(41.7)
8.	Maps	22(18.3)	20(16.7)	61(50.8)	17(14.2)

Research Question 5: Utilization of school library Information resources by teachers

The data in Table 6 show that the most utilized information resource were textbooks 43(35.8%) These were followed by dictionary 38(31.7%), magazines 12 (10.0%), encyclopedia 11(9.2%), and maps 11(9.2%) The least utilized information resource were newspapers 8(6.7%), atlases 8(6.7%) and journals 8(6.7%)

Table 6: Utilization of School Library Information Resources by Teachers

		Used very frequently	Used frequently	Used Occasionally	Not Used
1.	Textbooks	43(35.8)	41(34.2)	24(20.0)	12(10.0)
2.	Dictionary	38(31.7)	34(28.3)	33(27.5)	15(12.5)
3.	Encyclopedia	11(9.2)	29(24.2)	40(33.3)	40(33.3)
4.	Newspapers	8(6.7)	33(27.5)	34(28.3)	45(37.5)
5.	Maps	11(9.2)	19(15.8)	47(39.2)	43(35.8)
6.	Magazines	12(10.0)	23(19.2)	36(30.0)	49(40.8)
7.	Atlas	8(6.7)	20(16.7)	42(35.0)	50(41.7)
8.	Journals	8(6.7)	17(14.2)	44(36.7)	51(42.5)

Research Question 6: Assessment of teachers satisfaction with school library information resources

The data in Table 7 demonstrates that teachers were very satisfied with provision of reference materials like atlases dictionary However they were very dissatisfied with the provision of materials like encyclopedia maps, journals, newspapers textbooks and magazines

Table 7: Teachers' Satisfaction with School Library Information Resources

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Atlases	38(31.7)	41(34.2)	21(17.5)	20(16.7)
Dictionary	40(33.3)	35(29.2)	27(22.5)	18(15.0)
Encyclopedia	21(17.5)	26(21.7)	35(29.2)	38(31.7)
Maps	14(11.7)	36(30.0)	33(27.5)	37(30.8)
Journals	17(14.2)	25(20.8)	37(30.8)	41(34.2)
Textbooks	17(14.2)	35(29.2)	24(20.0)	44(36.)
Newspapers	13(10.8)	29(24.2)	32(26.7)	46(38.3)
Magazines	12(10.0)	23(19.2)	36(30.0)	49(40.8)

Research Hypothesis 1: There is no significant relationship between accessibility and use of school library information resources of teachers in secondary schools in Ile-Ife.

To test this hypothesis, data collected on accessibility and use of school library information resources were subjected to Pearson Product Moment Correlation Analysis. The results are presented in Table 8

Table 8: Correlation between Accessibility and Use of School Library Information Resources

	N	Mean	Std. D.	r	P
Accessibility to library information resources	120	18.30	6.091		
				0.716	.000
Use of library information resources	120	17.66	5.783		

Correlation is significant at $p < 0.05$ level.

The data in Table 8 indicate that the correlation between accessibility and use of library information resources is $r = 0.716$ which is significant at 0.05 level ($r = 0.716, p < 0.05$). This implies that there is a significant relationship between teachers' accessibility and use of information resources in secondary school libraries in Ile- Ife central local government area. Therefore the stated null hypothesis is rejected.

Discussion of Findings

The study showed that the level of school library usage among teachers was low. Only 29(29%) of the respondents used the library daily. The low usage of the library was also demonstrated by the few number of hours teachers spent in the library during each visitation. Majority 38(38.0%) of the teachers spent less than one hour in the library during each visitation. This finding is in line with that of Mansor &Nor (2011) who reported a low usage of school library among teachers in Malaysia.

Furthermore, the results of this study suggest that majority of the teachers used the library to seek for information. The most accessible information resource in the school libraries were found to be dictionaries. This was followed by textbooks, encyclopedias, atlases newspapers, journals, magazines and maps.

The results of this study indicated that the most utilized information source were textbooks. These were followed by dictionaries, magazines, encyclopedias, and maps. The least utilized information sources were newspapers, atlases and journals.

The study showed that the level of teachers satisfaction with the present state of information resources in the school library was low. They were not satisfied with the provision of most of the information resources like encyclopedia, maps, journals, newspapers, textbooks and magazines. However, they were satisfied with the provision of atlases and dictionaries. This result agrees with that of Bauazza and Al-mufaraji (2005) who reported that teachers were dissatisfied with library services because they appeared to be poorly developed and tended to be traditional in character.

The study also indicated that a significant relationship existed between accessibility and the use of school library information resources among secondary school teachers. This suggests that level of teachers' use of school library information resources is a function of their access to the information resources.

Conclusion

In conclusion, this study has shown that the frequency of visit to the school libraries by teachers was generally low. That teachers visit the school library to seek for information. That there was a low level of teachers' access and use of school library information resources. Teachers were generally dissatisfied with the present state of information resources in the school libraries. In addition, the study established that a significant positive relationship existed between information resources accessibility and utilization among teachers.

Recommendation

1. That government should allocate more financial resources for the development of libraries in both private and public secondary schools annually this will encourage teachers to use the library.
2. That old students association of secondary schools should contribute financially and materially to the development of libraries in their respective schools.

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