

UTILIZATION OF INFORMATION RESOURCES IN SELECTED PGJT-PRIMARY SCHOOL LIBRARIES IN NIGER STATE

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Abstract

The study examined library collection, frequency of library visit, type of information resources consulted. Purpose of consultation and levels of satisfaction derived. It went further to identify problems militating against effective utilization of information resources in selected post primary school libraries in Niger State. Questionnaires were used for the study. The findings revealed that books were heavily used with high satisfaction though resources generally were inadequate. There were inadequacies of Audio Visual Materials. User education programme has not been provided for users to effectively utilized information resources. Recommendations were proffered.

Introduction

The objective of school libraries is to support teaching and learning activities of users (students and teachers). This can only be achieved through the provision of adequate learning resources. Thus, some of the objectives of school libraries according to Madu and Adeniran (2005), include:

- Teaching each student the necessary skill in the use of books and libraries so that they will be able to use reference and research materials;
- Completing classroom instructions by exposing the students to a wide selection of books and other resources;
- Inculcating in the student the habit of reading for pleasure etc.

The school library resources should be relevant to the curriculum and of course covering all subjects taught in school (Aguolu, 2002). For effective utilization of library resources, users need to be provided with instruction covering the use of library, card catalogue and resources available. Until users information needs are met, users shall continue to be library's customers. Thus Oyedum and Garba (2003) explain the Ranganathan's five (5) fundamental laws of librarianship:

- Books are for use
- Every reader his/her book
- Every book its reader
- Save the time of the reader/library staff
- Library is a growing organism.

Available literature revealed that Federal Ministry of Education (1992) recommended that secondary school libraries should have the following collection sizes: References books (10%), Non fiction (45%), fiction (25%), AVM (10%) and periodicals (10%). A study carried out by Gumel (1998) revealed that 55% of students use library on daily basis and that 50.7% of respondents indicated textbooks as the major source of meeting their information needs. Considering the role of public library in meeting the information needs of children, Adewumi (2003) lamented that the responsibilities of any library is not only to acquire and store but also to make them available for users consultation in order to meet their information needs. Stressing the importance of user education programme, Oyedum and Garba (2003) outlined some objectives:

- To encourage students to develop the skills in finding information, identifying and locating bibliographies/ references for specific purposes;
- To encourage students with the most effective methods of approach to information library situation;
- To enable the student to be independent in their information seeking in any library etc.

Study was designed to achieve the following objectives:

Utilization of Information Resources

1. To determine the type of information resources that are available in school libraries under study;
2. To determine the frequency of the library visit by users;
3. To determine the type of information resources users consult for their information needs;
4. To determine various access points in the retrieval of information resources;
5. To determine whether user education is provided for users of libraries under study;
6. To determine the extent by which information resources satisfy users' information needs;
7. To identify problems militating against effective information resource

utilization in school libraries under study.

Methodology

Survey research method was used in the study. Because it is more convenient hence the study used both large and small population by selecting samples from the entire population. Survey method gathers data on contemporary events. Ten (10) out of 184 post-primary schools in Niger State were selected (using purposive sampling). A total of 220 copies of the questionnaire were personally administered to users of libraries and 194 were returned and found usable, representing 88% success. Simple descriptive statistical analysis was used in analyzing the data collected. This was achieved through the use of frequency and percentage.

Results and Discussion

Table 1: Library Collection

School library	Book vol.	Serials titles	TV video	Radio tapes	Film projector	Computer	Others
GDSS Baro	1,005	3	-	-	-	-	-
MKSS Lapai	2,576	2	-	-	-	-	-
Gov't College Bida	6,549	3	-	-	-	-	-
FSTC Shiroro - Kuta	2,665	3	1	-	1	-	-
Fed. Gov't College Minna	3,254	4	-	-	-	-	-
New Horizons College Minna	3,345	3	1	-	-	-	-
Queens Science School, Madalla	2,225	2	-	-	-	-	-
Govt. Sec. School Suleja	2,300	1	-	-	-	-	-
Fed. Govt. Girls College N/Bussa	2,400	2	-	-	-	-	-
M.C.S. Kontangora	3,890	3	-	1	-	-	-
Total	30,209	26	2	1	1	-	-

Source: Saka K. Abugakar (2004). MLS Thesis, BUK, p.41

From the table above, books seem to be the dominant information resources. There were few serials titles, and data also revealed that three (3) out of ten (10) post-primary school libraries possessed Audio-visual materials, while none of the school libraries has computer.

Inadequacy of Audiovisual resources and non availability of computers in school libraries may be attributed to lack of funds to libraries by the government or institutional authorities.

Table 2: Frequency of Library Visit

	Number of responses	Percentage (%)
Daily	71	37
Weekly	44	22
Twice a week	58	30
Monthly	10	5
Others	11	6
Total	194	100

Table 2, shows that 71(37%) library users visit library on daily basis, which may be a reflection of the availability or relevance information resources. Users are likely to patronize library daily if the resource are available/relevant to their information need. It

was also revealed that 58(30%) library user visit library twice a week probably to consult resources on Mondays and Fridays. There is relationship between library visit and information resource utilization.

Table 3: Types of information resources consulted

	Number of responses	Percentage (%)
Books	153	51
Newspapers	73	24
Journal/Magazines	49	16
Audio visual materials	26	9
Computers	-	-
Others	-	-
Total	301	100

Table 3 indicates the types of resources consulted by users. It was discovered that 153(51%) respondents consult textbooks owing to the fact that textbooks are the dominant resources in the 10 selected school libraries. While 73(24%) of respondent claimed to consult newspaper (may be to seek

for current information). It was realized that 26(9%) users consult Audio-Visual Materials (AVM) which is attributed to their inadequacy. The school authorities do not attach much importance to AVM in the area of teaching and learning processes.

Utilization of Information Resources

Table 4: Access of information resources

	Frequency	Percentage (%)
Catalogue card	38	19
Library staff	40	21
Browsing of shelves	109	56
Others	7	4
Total	194	100

Users were requested to indicate how they access resources in libraries under study. Table 4 shows that 38 (19%) users consult catalogue card before retrieving the needed materials in library, while 40(21%) respondents contact library staff probably for reference service (assistance). It was discovered that 109(56%) users go straight to the shelves to browse so as to get the needed information resources. From indication, it revealed that 50% of the users don't consult catalogue card before using library sources. Two things can be deduced from the table:

- User education was not provided to enable users effectively assess library resources via catalogue.

Table 5: Purpose of resource utilization

Purpose	Frequency	Percentage (%)
Reading of test/exam	31	14
Reading for assignment	51	22
Research purpose	71	30
Relaxation purpose	25	11
To obtain current information	53	23
Others	-	-
Total	234	100

Table 5. revealed that 71 (30%) users claimed to consult information resources for research purpose and that 53(23%) users consult resources for current information. Books were to serve the purpose of research while newspapers serve to provide current information. It was discovered that 25(11%) respondents consult

- 70% of libraries under study do not catalogue and classify information resources and so users first point of access are either library staff or browsing of shelves.

None of the 194 users indicated to have benefited from user education programme, which may be a reflection of its non-inclusion in the National Policy on Education/Post Primary Schools Curriculum. The NPE (2004) does not include library user education in the secondary school curriculum.

resources for relaxation purpose. According to Adewumi (2001), resources are not only acquired, processed and organized but are also meant for consultation by users for education research, relaxation and information purpose.

Table 6: Extent of Satisfaction from the Utilization of Information Resources

	HS	MS	S	NS	RNA	Total
Books	103(53%)	91(47%)	-	-	-	194(100%)
Newspapers	27(17%)	75(43%)	6(8%)	14(10%)	38(22%)	168(100%)
Journal/Magazines	36(19%)	37(19%)	53(27%)	58(28%)	10(7%)	194(100%)
AVM	14(8%)	-	-	43(23%)	129(69%)	186(100%)
Computer	-	-	-	-	-	-

Table 6 revealed that 103 (53%) uses derived High Satisfaction form the use of textbooks. Comparing Table 3 and Tables 5 shows that there is a relationship between consultations of textbooks (51%) and high satisfaction derived from its utilization (53%). This may be attributed to several uses to which textbooks are put, e.g. textbooks are used for research, assignment etc.

It was discovered that moderate satisfaction was derived from the use of newspaper probably due to their inadequacy, which may in turn resulted from their irregular subscription.

A high percentage indicated that computer and audiovisual materials are not available (RNA) with response rate of 194 (100%) and 129 (69%) respectively.

Table 7: Problems Militating Against Effective Utilization of Resources Post-Primary School Libraries

Problem	Frequency	Percentage (%)
Scattered resources	42	21
Outdated resources	46	23
Unavailability of AVM	60	30
Attitude of Library Staff	15	7
Restriction	3	1
User education	-	-
Others	38	8
Total	204	100

Table 7 indicates that the serious problem was the unavailability of Audiovisual material in the selected school libraries. This might make classroom teaching and learning meaningless. Its unavailability might be due to inadequate funds, expensive nature of AVM and emphasis placed on the acquisition and utilization of books-despite the fact that we are now in the information era. Next to this was the problem of outdated resources (46%) due to lack of adequate funds to procure current materials. The third problem was scattered resources 42(21%). This

shows that resources are not organized/arranged according to classification scheme. This may be attributed to ill-qualified staff manning the school libraries.

None of the respondents indicated, "User education" as a problem. This is because of its non-inclusion in the secondary school curriculum.

Conclusion

The following conclusions have been drawn:

Utilization of Information Resources

1. Information resources were inadequate in post-primary school libraries in Niger State.
2. Books were heavily consulted with high satisfaction
3. There is relationship between visit to library and utilization of library resources.
4. User education has not been included in the curriculum of post primary school.

Recommendations

The following recommendations are hereby made:

1. In order to have a balanced collected of information resources, the recommended standard for school libraries be strictly adhered to.
2. User education programme should be included in the curriculum of post-primary school.
3. Professional librarians should be recruited to head respective post-primary school libraries for proper administration of school libraries.

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