Utilization of Library Resources and Teachers' Effectiveness in Primary Schools in Rivers State

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Abstract
This paper examined the utilization of library resources and teachers' effectiveness in the primary school in Rivers State. The objectives of the paper were to: identify the features of an effective teacher in primary schools, identify library resources available for teachers and examine areas where teachers utilize library resources for teaching in Rivers State Primary schools. Ninety (90) primary school teachers were randomly selected from the three senatorial districts of Rivers State and were used as the sample size of the study. A structured questionnaire was used as the instrument for data collection. The collected data were analyzed using frequency, percentage, mean and standard deviation while Pearson product-moment coefficient (PPMC) was used to test the hypothesis. The findings of the study revealed that effectiveness in explaining concepts, ability to stimulate students' interest in the topic, fairness in grading, utilization of emerging teaching technologies, among others were features of an effective teacher. Also response from the teachers shows that Charts, Graph, Maps, Encyclopedia and various subject dictionaries, current textbooks among others were the library resources available for teachers effectiveness in primary schools in Rivers State. The study revealed that areas teachers utilize library resources for teaching include formulation of lesson notes, curriculum review and interpretation, knowledge enhancement among others. The study recommended that Government should equip primary school library so as to enhance teachers' effectiveness.
Keywords: Utilization, Library, Resources, Teachers, primary schools, effectiveness.

INTRODUCTION
Education has been regarded as a veritable tool for the development of manpower for national development. It begins from childhood and continues into adulthood with the teachers serving as a vehicle for the achievement of its objectives. Hence, the realization of educational goals is determined by the effectiveness of the teacher.
Effective teachers are those who achieve the goals which they set for themselves or which has been set for them by others such as ministries of education, legislators and other government officials, school / college administrators (Simisaye, 2012). Adams and pierce (2011) argued that characteristics of effective teachers include: knowledge of basic principles and procedures, planning and adequate preparation of teaching experience, self reflection and modification of techniques. They further stated the following among others as the features of an effective teachers; An effective teacher
- adjust learning based on the needs and abilities of the students,
- keep abreast of development in their field through constant information update;
- organize teaching materials in such a way that facilitates learning

Therefore, an effective teacher should possess the knowledge and skills needed to attain the goals, and should be able to use that knowledge and those skills appropriately if these goals are to be achieved. Apparently, teachers as custodian of knowledge requires adequate information in their various fields for effective delivery of educational objectives. Popoola (2003) described information as facts, news, opinion, messages, symbols, signals and processed data that are capable of improving the knowledge state of a user on a random phenomenon. This necessitates the teachers' functions in the teaching and learning process, that teachers need information to function effectively. Successful educational system depends exhaustively on the accessibility and utilization of information sources and services. In this regard, academic libraries are providing knowledge and information resources for teaching. The information that the teacher needs could be found in the library, as stated by several authors. Hence, school libraries becomes relevant for teachers' effectiveness.

Aguolu and Aguolu (2002) described the library as an organized collections of published books – fiction and non-fiction, periodicals, reference materials, audio – visual materials as well as Information and Communication Technology facilities with services of qualified librarian to create awareness and interpret such materials as required to meet the information needs for education and recreational needs of the users. From the foregoing, the Library could be described as an embodiment of information providing materials which teachers could utilize for effective service. Omehia (2007) opined that audio-visual and reference materials such as encyclopedias, dictionaries, maps, manual, video tapes, slides, filmstrips, in the library greatly equip teachers for effective teaching. Mubashrah, Riaz-ul-Haq, and Shaziah (2013) noted that library resources i.e., human resources (strength of library officials, their qualifications and experiences), physical resources (library study space, chairs, tables, books and books selves, etc), printed and e-resources are essentially important in preparing

teaching activities, lecture notes, students' assignment, conducting their research work, accessing e-journals and web sites, subscription to online journals by teachers.

Information utilization is the practical and maximum use of library resources identified and acquired by a user for the purpose of solving a problem or achieving a set goal. Lawal (2003) espouses that the changing curriculum and use of information and communication technology in primary schools has further challenged school teachers and librarians to be more proactive and versatile in the provision and use of resources. According to Ukim (2012) school library is expected to provide light reading materials that can help to broaden the student's mind to aspect and appreciate the culture and to develop the moral and intellectual horizon. Teachers are to utilize this function for their quality educational service. Effective teaching could be achieved if library information resources are appropriately utilized for teaching functions. Hence the study sought to examine utilization of library resources and teachers' effectiveness in primary schools in Rivers State.

Purpose of study
The study examined utilization of library resources and teachers' effectiveness in primary schools in Rivers State. Specifically, the study sought to
- identify the features of an effective teacher in primary schools
- identify library resources available for teachers in Rivers State primary schools
- examine areas where teachers utilize library resources for teaching in Primary schools.

Research Questions
- What are the features of an effective teacher in primary school s?
- What are the library resources available for teachers teaching in Rivers State primary schools?
- What are the areas teachers utilize library resources for teaching in primary schools?

Hypothesis
- H_{o1}: There is no significant relationship between features of effective teachers and areas teachers utilize library resources in primary schools.

METHODOLOGY:
The study adopted a descriptive survey design. Ninety (90) primary school teachers were randomly selected from the three senatorial districts of Rivers State and were used as the sample size of the study. However, ten teachers' were randomly selected from three primary schools in each of the senatorial district. A structured questionnaire tagged "Utilization of library resources and teachers' effectiveness (ULRTE)" was used to obtain data from the respondent. The reliability of the instrument was determined using cronbach alpha reliability coefficient, which yielded a coefficient value of 0.76. The collected data was analyzed using frequency, percentage, mean and standard deviation while Pearson product-moment coefficient (PPMC) was used to test the hypothesis.

Results and Discussion
Research Question 1: What are the features of an effective teacher in primary schools?
Table 1: Features of an effective teacher in primary schools.

S/N	ITEMS	MEAN	S.D	REMARK
1	Effectiveness in explaining concepts	3.23	0.78	Agreed
2	Flexibility and Reflection	2.79	0.82	Agreed
3	Ability to stimulate students' interest in the topic	3.10	0.91	Agreed
4	Provides class notes with outdated information.	1.20	1.09	Disagreed
5	Updated in teaching skill and knowledge	2.86	0.96	Agreed
6	Use of outdated notes in teaching students	1.23	0.63	Disagreed
7	Fairness in grading	3.07	0.76	Agreed
8	Dedication and Discipline in carrying out duties.	3.26	0.69	Agreed
9	Encouragement of class participation	3.04	0.90	Agreed
10	Utilization of emerging teaching technologies.	2.91	0.81	Agreed
11	Utilizes the school library to provide resourceful materials	3.01	0.77	Agreed

Field survey 2018

Table 1 shows respondents opinion on the features of an effective teachers in primary schools. Analyzed data revealed through the mean scores that effectiveness in explaining concepts (3.23), promptness in returning assignment (2.79), ability to stimulate students' interest in the topic (3.10), updated in teaching skill and knowledge (2.86), fairness in grading (3.07), dedication and disciplined in carrying out duties (3.26),

encouragement of class participation (3.04), utilization of emerging teaching technologies (2.91), utilizes the school library so to provide resourceful materials (3.01) are the features of an effective teacher in primary schools. Whereas respondents disagreed that provision of class notes with outdated information (1.20) and the use of outdated notes in teaching students (1.23) are the features of an effective teacher. The findings is in conformity with Adams and pierce (2011) who observed that characteristics of effective teachers include; knowledge of basic principles and procedures, planning and adequate preparation of teaching experience, self reflection and modification of techniques

Research Question 2: What are the library resources available for teaching effectiveness?

Table 2 : Library resources available for teachers effectiveness in teaching.

S/N	ITEMS	AVAILABLE		NOT AVAILABLE	
		Frequency	Percent (%)	Frequency	Percent (%)
1	Current textbooks	76	84.4	14	15.6
2	Electronic textbooks	23	25.6	67	74.4
3	Magazines and comics	79	87.8	11	12.2
4	Scientific fiction	21	23.3	69	76.7
5	Charts, Graph, and Maps	83	92.2	7	7.8
6	Films & Slides	34	37.8	56	62.2
7	School Newsletters	62	68.9	28	31.1
8	Encyclopedia and various subject dictionaries	76	84.4	14	15.6
9	Publications from Ministry of Education	63	70.0	27	30.0
10	African writers series	14	15.6	76	84.4

Field survey, 2018.

The table 2 shows the frequency and percentage response of the teachers on the availability of library resources for teachers' effectiveness. Percentage of the respondents who indicated library resources availability in parenthesis, current textbooks (84.4), magazines and comics (87.8), charts, graph, and maps (92.2), school newsletters (68.9) ,encyclopedia and various subject dictionaries (84.4) and publications from ministry of education (70.0). Whereas, percentage of the respondents who indicated the library resources unavailability in parenthesis; electronic textbooks (74.4), scientific fiction (76.7), Films & Slides (62.2), and African writer series (84.4). This findings reveal that current textbooks, magazines and comics, charts, graph, and maps, school newsletters , encyclopedia and various subject dictionaries and publications from ministry of education are available in primary school libraries. Electronic textbooks, Scientific fiction, Films & Slides, and African writer series are not available in primary school libraries. Omehia (2007) opined that audio-visual and reference materials such as encyclopedias, dictionaries, maps, manual, video tapes, slides, filmstrips, in the library greatly equip teachers for effective teaching.

Research Question 3: What are the areas teachers utilize library resources for teaching effectiveness in primary schools?

Table 3: Areas teachers utilize library resources for teaching effectiveness in primary schools

S/N	ITEMS	MEAN	S.D	REMARK
1	Formulation of lesson notes	3.31	0.63	Agreed
2	Curriculum review and interpretation.	2.87	0.98	Agreed
3	knowledge enhancement	3.20	0.59	Agreed
4	Source for reference materials	2.79	1.01	Agreed
5	Accessing electronic and printed textbooks	2.93	0.92	Agreed
6	Accessing video tapes, maps and slide for effective lesson delivery.	3.10	1.03	Agreed

Field survey 2018

Table 3 shows the result of the data analysis on utilization of library resources for teaching effectiveness in primary schools. Through the mean rating, it was found that primary school teachers utilize library resources in the formulation of lesson notes (3.31), used in curriculum review (2.87), knowledge enhancement (3.20), source for reference materials (2.79), accessing electronic and printed textbooks (2.93), accessing video tapes, maps and slide for effective lesson delivery (3.10). This findings are in line with Ukim (2012) who explained that school library is expected to provide reading materials that can help to broaden the students' mind, to aspect and appreciate his culture and to develop his moral and intellectual horizon

Hypothesis

H_{o1}: There is no significant relationship between features of effective teachers and areas teachers utilize library resources in primary schools.

Table 4: shows the Pearson Product-Moment Correlation Coefficient between the features of effective teachers and areas teachers utilize library resources in primary schools.

Variable	R	N	Probability	Decision
Teachers' Effectiveness and areas teachers utilize library resources	.307	17	0.26	Sig.

Table 4 shows a Pearson Product-Moment Coefficient (PPMC) between the features of effective teachers and areas teachers utilize library resources in primary schools. From the table it is revealed that the coefficient of the correlation between teachers' effectiveness and areas teachers utilize library resources in primary schools is 0.307. This signifies that the null hypothesis is rejected. In other words there is a significant relationship between features of effective teachers and areas teachers utilize library resources in primary schools.

CONCLUSION

Based on the study, it is concluded that effectiveness in explaining concepts, flexibility and reflection, ability to stimulate students' interest in the topic, use of updated information in teaching pupils among others are the features of an effective teacher. Also, current textbooks, magazines and comics, charts, graph, and maps, school newsletters, encyclopedia and various subject dictionaries among others are the resources available in school libraries for teachers utilization. Lastly, formulation of lesson notes, curriculum review and interpretation, knowledge enhancement, source for reference materials, accessing electronic and printed textbooks, accessing video tapes, maps and slide for effective lesson delivery are the areas primary school teachers utilize library resources for teaching effectiveness.

RECOMMENDATIONS

The following recommendations were made based on the findings of the study:

1. Government should equip primary school libraries,

2. Teachers should be encouraged to utilize school libraries for effective delivery of their educational service.

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