Issues and Options in Selected Secondary School Libraries in Akure South Local Government Area of Ondo State, Nigeria.

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Abstract.
The study was carried out to examine the issues and options in selected secondary schools in Akure Local Government Area of Ondo state.   A simple random sampling technique was used in selecting 10 out of 27 public secondary schools and 120 respondents utilized for the study. Findings show that the respondents are young, of both male and female gender, but mostly males, cut across all the educational fields. Though most secondary schools have school libraries, but they enjoy very low patronage and were not properly located. Purposes of utilizing most of the libraries were for reading, borrowing and returning books. other utilizations of the school library by staff members include marking and recording student's scripts; discussions; prayer meetings; relaxation and selling of books. There were limited facilities in most libraries. Computers, electronic media as well as internet facilities were absent. The school libraries were not found adequate in meeting most of the needs of the students and were found to encounter several challenges. The study recommends the given of school library issues upmost attention by the schools and the government, building of new libraries in central places to improve patronage, reorientation of staff and students in terms on library usage,   prevent usage of library for other purposes other than academics. Others are recruitment and training of staff. The adequacy of libraries in performing and fulfilling functions and roles in the area could be enhanced through proper funding
Key words: Adequacy, Facilities, Issues, Options,   School library

1.   Introduction

The significance of a library in an academic environment is inestimable most especially at the foundational stage of education. The development of academic culture in the life of adults takes its root from effective use of school library. According to Morris (2004), the school library exists to provide a range of learning opportunities for both large and small groups as well as individuals with a focus on intellectual content, information literacy, and the learner. The school library provide avenue for independent work for the students. It enables them gain access to equipments and facilities which hitherto might not be affordable to the students. Such equipments include computer, internet facilities and a host of research materials. The school library equips students with lifelong learning skills and develops the imagination thus enabling them to live as responsible citizens. School libraries and public libraries according to ALAN (2007) should be pivotal to the 21st century educational experience, and the base for a positive attitude by young people towards information skills development, lifelong learning and enhancing their life chances.

The aims of school libraries according to Ogunmilade (1995) and Udofia (1997)) includes; encouraging the development of skill in reading; prompting readers to literary appreciation; Providing a source of subject information centre as well as clinics of intellectual development; and enlarging into a stimulating factor in education. An attempt to fulfil these objectives requires performing numerous roles.

The role of the school library and information programs and services according to CMIS (2013) is to:

- Facilitate the planning and implementation of learning programs that will equip students with the skills necessary to succeed in a constantly changing social and economic environment.
- Provide and promotes quality fiction to develop and sustain in students the habit and enjoyment of reading for pleasure and to enrich students' intellectual, aesthetic, cultural and emotional growth.
- Cater for differences in learning and teaching styles through the provision of and equality of access to, a wide range of materials, fiction and non-fiction, print, audio, video and digital and;
- Provide teachers with access to relevant curriculum information and professional development materials within and outside the school; and opportunities to cooperatively plan implement and evaluate learning programs which integrate information resources and technologies.

Attempts to fulfill the numerous roles in developed nations called for a review of certificate requirement of librarians. This is important as research findings pointed to the fact that active school library program run by a trained teacher librarian or resource teacher makes a significant difference to student learning outcomes roles. Hence numerous certification standards were set in different States of United States of America (Margie and Perritt 2003). However, this is not so in Nigeria secondary schools. According to PSN (2010) The problem ares in the development of school libraries in Nigeria include lack of legislation, shortage of funds, poor

accommodation, unavailability of trained staff, lack of relevant material and apathy on part of school administration and government. According to Egesimba *et al(* 2011) Inadequate Staffing; Lack of adequate materials; inadequate funding, obsolete libraries collections; Lack of infrastructures and uncomfortable sitting of users as well as   Insufficient awareness of the significance of libraries in educational settings constitutes challenges to Nigerian school libraries The National Policy on Education in Nigeria (1981), section 3 Nos. 5 and 10 states that libraries are one of the most important educational services. The policy recommends that every state ministry of education should provide funds for the establishment of school libraries and for the training of librarians and library assistants. The Nigerian government, however, has not provided serious financial backing to support the policy.

Most school libraries in Nigeria could be regarded as warehouse for old books, some of which were covered with dust that had gathered over time, with mismatched chairs and tables blending well with the ageing bookshelves. In the Northern part, development of school libraries have been described as "accidental", even though almost all the secondary schools had libraries but books were not there(Ajegbemogun and Salaam (ND). One of the major challenges of school libraries in Nigeria is the lack of accurate and up-to-date library resources and data. Despite the various challenges enumerated in school libraries in Nigeria, there is little or no data on what exist in Ondo State school libraries and particularly in Akure south local government area. The performances of students in most schools are not impressive. One begin to wonder the challenges facing the students. Research findings all over the world have emphasized the import of a functional library in academic performance..

1.1. Objectives

The study is carried out to examine the issues and options in selected secondary schools in Akure Local Government Area of Ondo State with the view of providing solutions to them and possibly offering information for policy formulation and enhance academic performance in our secondary schools.

Specifically the objectives of the study include:

* To identify the personal characteristics of the respondents
* To investigate the presence of the school library, locations and patronage
* To assess the various utilizations of the libraries
* To examine the facilities available in the libraries
* To investigate the adequacies or otherwise of various libraries
* To identify the challenges faced in school libraries in the study area

2. Methodology

The study was carried out in Akure South Local Government Area of Ondo State. Akure south was purposively selected due to its proximity to the State capital as well as the expectation of it being in a better position than any other LGA in the state in terms of library use and access.   A simple random sampling technique was used in selecting the sample. There are 27 public secondary schools in Akure South Local Government Area, out of which 10 public secondary schools were randomly randomly selected. These schools are FUTA Secondary school, St Dominics secondary school, St Loius secondary school, Omooluorogbo secondary school, Oyemekun Grammar school, Fiwasaye Girls Grammar school, Adegbola memorial secondary school, CAC United Secondary school, Aquinas college and Idris premier college

Both primary and secondary data were used for the study. Primary data was collected through the use of structured interview schedules. This was administered by trained enumerators in conjunction with the researcher. Secondary data was gathered from journals, textbooks and records from schools

Data collected for the study was coded and entered for computer analysis. The data analysis was carried out using Statistical Package for the Social Sciences (SPSS). Descriptive statistics such as Frequencies counts, Percentages and Mean was used while Tables, pie and bar charts and histograms was used to present data.

3. Results and Discussion

3.1: Social Characteristics of the respondents

Data in table 1 show that most (45.83%) of the respondents were within 11-15 years of age, mostly (53.33%) of the male gender, cut across all the classes in the senior secondary schools in equal proportion with a large percentage (33.33%) in the commercial/business administration orientation class, followed by vocational subjects (25%), Arts (21.67%) while science had the least representation (20.0%). It could be said that the respondents cut across all the educational fields, since they are senior secondary students; they are thus expected to know the importance of the school library and make effective use of it.

3.2: Library presence, location and patronage

Data in table 2 show that all the respondents indicate the presence of library in their schools. Most of the respondents (66.66%) had two library staff members. Majority (90.0%) did not have library periods on their class time table the few (10%) that had was just once in a week. Also most of the students (31.67%) visit the

library once in a week. While investigating the location of the libraries, figure 1 show that most of the libraries were located either beside the principal's office (38.0%) and the staff room (37.0%). Only a few (8.0%) was located in a central position.

It could be inferred that though most secondary schools in Akure local government area have school libraries, most of them enjoy very low patronage and were not properly located. The location of any library is found to play a significant role in its patronage. Libraries located either besides the principal's office or staff room might not attract students patronage due to the fair of either the principal or the staff members hence the usual recommendation is to centralize the school library. Hence it could be said that wrong locations constitute one of the factors responsible for the low patronage of school libraries in Akure LGA.

3.3: Library utilization by students

Efforts were made to find out the various library utilizations and possibly other uses by staff members. Data in figure 2 show that the major purpose of using the library by students was reading (35.67%), this was followed by borrowing/ returning of books (10.0%). Other utilizations such as consulting reference books, assignments and reading of magazines and daily news recorded very low percentages. It is paramount to note that none of the students used the school library for computer/ internet access. It could be inferred that most school libraries in Akure LGA secondary schools were used by students mainly for reading books and borrowing and returning books. The lack of usage for computer and internet purposes might result from the absence of computer and internet facilities in most schools and possibly the ignorance of not seeing internet access as part of library services. Figure 3 reveals other utilizations of the school library by staff members. Most of the staff (66.67%) used the libraries for marking and recording student's scripts and results and 40 percent for discussions. Others include prayer meetings, relaxation and selling of books. It could be inferred that most of the libraries were not properly utilized but rather put into other uses apart from its original purposes. This might also have adverse effect on the patronage by the students.

3.4: Facilities available in the library

Data in table 3 show that all the school libraries possess seats and book shelves. Most of them (83.33%) had stores, while 40.0% respectively had fans/air condition and cabinets. Only a few (10%) had computer while none of them have electronic media and internet facilities. In terms of books, all the libraries possessed books for all the subjects offered in the school. , 76.67% had daily newspapers while 54.12% had magazines. Periodicals and other reference books recorded very low percentages. It could be inferred that there are limited facilities in most schools in Akure South LGA. The absence or limited supply/ availability of fans/Acs, cabinets, computers, electronic media as well as internet facilities might be due to poor funding of secondary schools by the government

3.5: Adequacy of school libraries

Efforts were made to find out the adequacy of the library in meeting the needs of the students. Several variables were subjected into a four point likert scale of very adequate (4points), adequate (3points) Undecided (2points) and not adequate (1 point). The total response for each variable was added while the mean was sought. Any figure below 2.5 is regarded as not adequate. Of all the variables, only two (opening hours and availability of books) were found to be adequate by the student. Others such as Closing hours, Library space, Library seats, Library location, Magazines/daily news, Book shelves, Book volumes, Book relevance, Library staff, Lib. Staff/ student's relationship, Library use, Library conveniences, number of fans/ ventilation and Serenity

It could be inferred that the school libraries were not found adequate in meeting most of the needs of the students. The inadequacy also might result from poor funding and not placing a significant importance on the place of the library in achieving the goals of education in Nigeria. No wonder the poor performance of most students in public schools in the certificate examinations.

3.6: Challenges facing the school libraries.

Data in table 5 show that all the secondary schools were facing lack of internet facilities, audio visual materials and poor funding challenges, 83.33% witnessed lack of qualified staff, 73.33% had improper library usage challenge, 66.67% experienced power outage, poor location, irregular supply of materials and obsolete materials respectively. Others include: shortage of books (65%), noise (54.17%), non inclusion and inadequate reading material (50%) respectively.

It could be inferred that most of the secondary school libraries in Akure South LGAs were poorly funded. Provision of adequate funds for school libraries could proffer solution to most of the other erring problems.

4.   Conclusion and Recommendations

 The study was carried out to examine the issues and options in selected secondary schools in Akure Local Government Area of Ondo Specifically the objectives of the study include: identifying the personal characteristics of the respondents; investigating the presence of the school library, locations and patronage; assessing the various utilizations of the libraries; examining the facilities available in the libraries; investigating

the adequacies or otherwise of various libraries and identifying the challenges faced in school libraries in the study area .   A simple random sampling technique was used in selecting 10 out of 27 public secondary schools in Akure LGAs and 120 respondents utilized for the study. Findings show that The respondents are young, of both male and female gender, but mostly males, cut across all the educational fields, since they are senior secondary students; they are thus expected to know the importance of the school library and make effective use of it. Though most secondary schools in Akure local government area have school libraries, most of them enjoy very low patronage and were not properly located. Most of the school libraries were used by students mainly for reading books and borrowing and returning books. other utilizations of the school library by staff members include marking and recording student's scripts; discussions; prayer meetings; relaxation and selling of books. There were limited facilities in most schools while computers, electronic media as well as internet facilities were absent. The school libraries were not found adequate in meeting most of the needs of the students. The challenges faced by most of the secondary schools were lack of: internet facilities, audio visual materials and poor funding challenges, lack of qualified staff, improper library usage challenge, power outage, poor location, irregular supply of materials and obsolete materials, shortage of books, noise, non inclusion and inadequate reading material

In view of the findings, the study recommends that the issues of school libraries should be treated with upmost attention by the schools and the government. Concession should be placed on building new school libraries in central places for most schools to enhance student/ users patronage. There is need for reorientation of staff and students in terms of library usage. Efforts should be made by school administrators to prevent usage of library for other purposes other than academics. The adequacy of libraries in the area could be enhanced through proper funding, recruitment of qualified librarian and capacity building/ training of the library staff. It is believed that proper library funding would ameliorate if not totally eradicate the copious of challenges being encountered in our secondary school libraries

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Figure 1: Location of the school library

inbetween two classes 17%

Central position 8%

Beside principal's office 38%

Beside staff room 37%
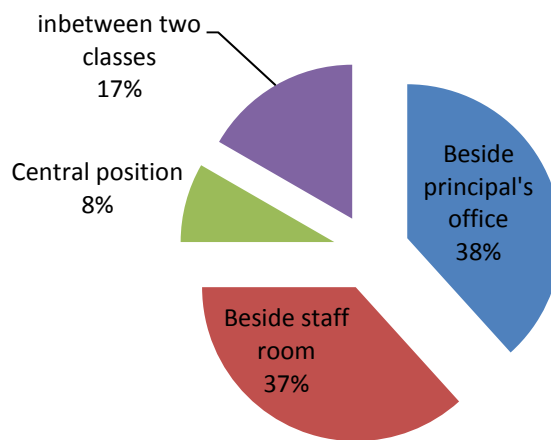
Figure 2: Purpose of Using the library

■ percent

35.7 — Reading
8.33 — Assignments
10 — Borrow/ return...
6.67 — Magazines&...
0 — Computer/ internet
8.33 — Reference books
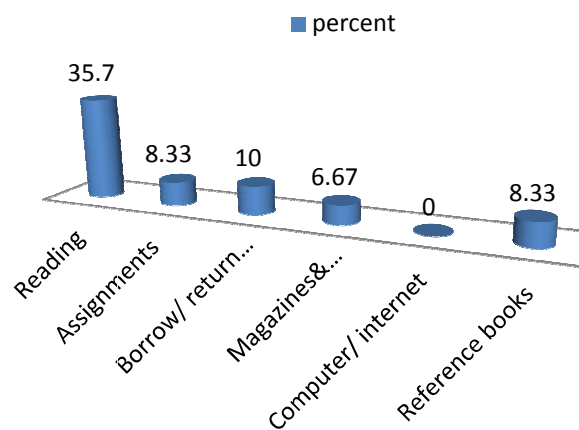
Figure 3: Other library uses

■ percent

Discussions — 40
Selling of books — 16.67
Prayers and meetings — 33.33
Marking and recording scripts/ exams — 66.67
Relaxation — 20
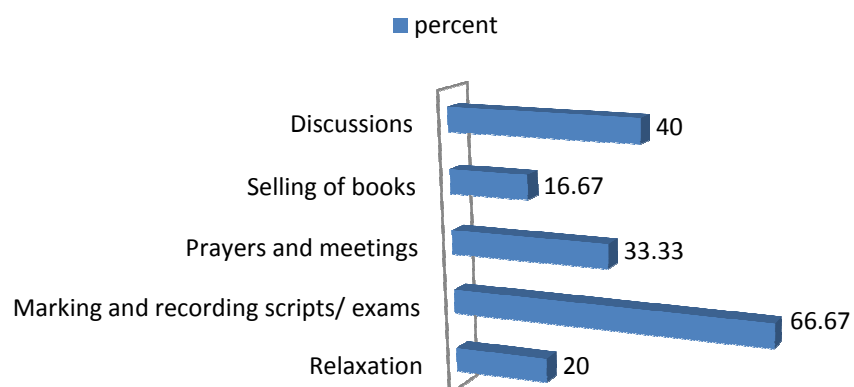
Table 1: Social characteristics of respondents

Socio economic characteristics of respondents	Frequency	Percentages
Age		
<10 years	05	4.17
11-15years	55	45.83
16-20years	52	43.33
>20years	08	6.67
Sex	64	53.33
Male	56	46.67
Female	40	33.33
Class	40	33.33
SS1	40	33.33
SSS2	24	20.0
SS3	26	21.67
Orientation	40	33.33
Science oriented	30	25.0
Arts oriented		
Commercial/ business administration		
Vocational subjects		

Table 2: Library presence, location and patronage

	Frequency	Percentages
Presence of library in school		
Yes	120	100.0
No	0	0.0
No of library staff		
1	20	16.67
2	80	66.66
3	20	16.67
Above 3	0	0
Presence of library period on class time table	12	10.0
Yes	108	90.0
No	108	90.0
No of periods/week	12	10.0
None	0	0.00
1	08	.67
2	38	31.67
How many times students visit library	15	12.5
Daily	0	0
Ones in a week	0	0
Twice a week	02	1.67
Thrice a week	35	29.17
Four times in a week	23	19.67
As many times as possible		
None		
Not sure		

Table 3: Facilities available in the library

Facilities	Frequency	Percentages
Seats	120	100.0
Shelves	120	100.0
Fans/ AC	48	40.0
Computers	12	10.0
Internet facilities	0	0
Stores	100	83.33
Cabinets	48	40.0
Electronic media	0	0
Textbooks		
Science textbooks	120	100.0
Arts	120	100.0
Vocational subjects	120	100.0
Business and commercial	120	100.0
Daily newspaper	92	76.67
Magazines	65	54.12
Periodicals	24	20.0
Reference books	36	30.0

Table 4: Adequacy of school libraries

Adequacy of library	Very adequate	Adequate	Undecided	Not adequate	Total	Mean	Decision
Opening hours	320	60	30	05	415	3.45	A
Closing hours	80	120	20	50	270	2.25	NA
Library space	100	90	60	35	285	2.38	NA
Library seats	60	60	80	45	245	2.04	NA
Library location	60	45	40	30	175	1.46	NA
Books availability	240	105	20	15	380	3.16	A
Magazines/daily news	80	30	80	50	240	2.0	NA
Book shelves	80	75	10	70	235	1.95	NA
Book volumes	96	36	48	60	240	2.0	NA
Book relevance	60	105	20	60	245	2.04	NA
Library staff	40	60	84	48	232	1.93	NA
Lib. Staff/ st's relationship	80	60	20	70	230	1.91	NA
Library use	140	30	40	55	265	2.20	NA
Library convenience	100	30	60	55	245	2.04	NA
No of fans/ ventilation	104	72	20	60	256	2.13	NA
Serenity	40	120	50	45	255	2.13	NA

Table 5: Challenges facing the school libraries

Challenges	Frequency	Percentages
Small library size	80	66.67
Lack of audio visual materials	120	100.0
Lack of internet facilities	120	100.0
Poor funding	120	100.0
Lack of qualified staff	100	83.33
Shortage of books	78	65.0
Obsolete material	75	62.50
Irregular supply of materials	80	66.67
Inadequate reading material	60	50.0
Power outage	80	66.67
Improper library usage	88	73.33
Noise	65	54.17
Poor location	80	66.67
Non inclusion	60	50.0

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