

AVAILABILITY AND UTILIZATION OF SCHOOL LIBRARIES AS DETERMINANTS OF ACADEMIC ACHIEVEMENT OF STUDENTS IN ABUJA METROPOLIS FOR SUSTAINABLE DEVELOPMENT IN NIGERIA

By

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Abstract

This research was undertaken to determine if the availability and effective utilization of school libraries significantly influence academic achievement of the students. Five questions were formulated to guide the research. Two schools were chosen purposefully from four out of the six area councils in Abuja metropolis, making a total of eight schools , out of which four have a standard library while the other four are without a school library .The population of 13,461 from which a sample size of 473 was derived by the application of Bill Golden statistically formula. The survey and ex post facto design was adopted and a self developed questionnaire [AUSLDAASQ] was used to elicit information from the respondents. Secondary data WAEC results of the sampled schools with and without school libraries was collated and analyzed. Frequency table and percentages were used to analyze the biodata of the respondents, mean value was used to answer the research questions. For achievement test, differential statistics was used to analyze the scores, average percentage above 50% was accepted while those below 50% was rejected. Findings reveal that there is significant influence of utilization of school library on academic achievement of the students in the arts (English Language) and the social sciences (economic) While sciences (mathematics) was not significantly influenced.. It therefore recommends the establishment of school library with up-to-date information resources and recruitment of qualified librarians to manage the libraries as a criterion for the approval of any secondary school programme in FCT Abuja and Nigeria among other recommendations

Key words: Availability, Utilization, Academic Achievement, School –libraries, Sustainable Development.

INTRODUCTION

Education in the world over is seen as a veritable instrument for individual and national development. It is a life long process of learning, growth and empowerment. Omolayole (2001) describe it as the process of acquisition of knowledge and indeed a basic human need, vital for the production of well-informed citizenry . In recent years, there has been reactions that students at the secondary school level are performing poorly at external examinations conducted by WAEC and NECO, indicating a steady decline in their academic achievement (NERDC,2014) The situation got to a worrisome level in 2014 when the then Minister of Education states that the poor performance of students in public examinations conducted by examination bodies in Nigeria is not only a source of concern to the federal Government but also a national embarrassment (Rufai,2014)The Ministers assertion is in conformity with the WAEC results for senior secondary school certificate examination released from 2010 to 2015 with an average achievement rate of 21.79 (WAEC website,2022).

Arising from the above result which is source for serious national concern, the Federal Government increased the allocation to education from 509.039 billion in 2013 to 620.50 billion in 2019 representing 7.03% of the National budget for that year (FME, 2019) with increase in funding as well as the training and supply of teachers to the secondary education sector the problem of poor performance at the external examinations by secondary students persisted. The need arose to seek for solution to this national problem elsewhere. It is against this background that this research titled availability and utilization of schools library as determinant of academic achievement of students is embarked upon, using students in Senior Secondary schools in Abuja metropolis as focal point.

1.1 Objectives of the Study

The main purpose of this study is to determine the Availability and utilization of school library as determinant of academic achievement of Senior Secondary school students in Abuja Metropolis. The specific objectives are to:

- I Determine the type of resources, facilities and services in the selected senior secondary schools in Abuja Metropolis;
- ii Investigate how the utilization of school libraries influences academic achievement of the students;
- iv Ascertain the aspect of the students' academic achievement that are more influenced by the Utilization of school libraries
- v Determine the challenges the students encounter in utilization of public school libraries in Abuja metropolis;
- vi proffer solutions to the identified challenges

1.5 Research Questions

This research is set out to provide answers to the following research questions:

- i. What are the type of library resources, facilities and services available in the selected schools?
- ii. How does the utilization of school libraries influence academic achievement of students?
- iv. What aspects of the student's academic achievement are influenced by utilization of school libraries.
- v. What are the challenges in utilization of school libraries by students in Abuja Metropolis?
- vi. What are the possible solutions to the identified challenges?

1.7 Scope of the Study

The study examines utilization of school library as determinant of academic achievement of senior secondary school students in Abuja metropolis. The variables covered are availability, utilization, and academic achievement. The subjects tested for academic achievements were English language for arts, Economics for social sciences and Mathematics for sciences. There are four (4) purposively selected schools with libraries and another four (4) without libraries drawn from the four area councils; namely Abuja Municipal, Bwari ,Gwagwalada, and Kuje area councils.

LITERATURE REVIEW

2.1 Concept and Development of School Library in Nigeria:

School libraries are media resource centre's established in educational institutions at the primary and secondary education level to aid teaching and learning. They equip students with lifelong learning skills and develop their imagination thereby enabling them to live as responsible citizens (IFLA/UNESCO School Library Guidelines, 2002) The school library provides the human and physical facilities for effective use of the resources to enrich and encourage teaching and learning .Imeremba (2015) describes the school library as a resource centre with multy- media collections placed in a school for the use of the teachers and pupils.

The school library and education are vital institutions of socialization and perpetuation of the human race. The two cannot be separated in an all-round development of a child .Development of school library in Nigeria began with the introduction of free education into defunct Western Nigerian Regional Government in 1951. With the formation of the Nigerian Library Association in 1962, the Eastern and Western division of the association swung into action. Furthermore, the establishment of the Abadina Media Resource Centre in 1974 at the University of Ibadan was a landmark in the development of modern school library in Nigeria (Elaturoti,2010).

2.2. Availability and Utilization

The concept of utilization of an entity presupposes that it is available and accessible. Availability is defined as the percentage of time that a system or equipment is available to perform its required function or intended purpose (Akobundu,2017). Availability is directly related to provision, ease of use and accessibility. It is the quality or character of an entity or a system to be in existence and is functional to perform the obligation for which it was established. Availability, in the context of a library system, refers to the ability of a user to access information or resources in a specified time, location and in the correct format ([Techopedia](#),2019) In the study of Emenyonu (2002) it was revealed that those students who were in school with adequate library resources read more than students without school library at all.

Utilization on the other hand is defined as the act of using; usage or use, an activity or exercise involving the practical use of a facility, system or something (Oxford, 2018) 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 [Akobundu,2008] , thus, the library and or its resources are of no value to the students or the teachers until they have been utilized. Availability is a pre condition and an impetus to use or utilization of the library resources. In other words without availability there will be no utilization. In a study conducted by Akobundu(2008) she found out that the two major variables that aid utilization of the library and its resources are availability and accessibility of the library resources . The The entire concepts of availability, accessibility and usability are interwoven and at the base of information and knowledge provision. Elex (2013) described the experience of a quality school library as a marvel, its availability and use a passport to information and knowledge which are vital ingredient for individual and national development

Methodology

Survey and ex post factor design was adopted for the study. The population of 13,461 was derived from the total number of senior secondary students in form three (3) from the eight schools chosen from the four area councils (two from each council ,one with library and the other without a functional library). A sample size of 473 was derived from the population by the application of Bill Golden statistically formula while a self developed questionnaire [AUSLDAASQ] was used to elicit information from the respondents. Secondary data WAEC results of the sampled schools with and without school libraries was collated and analyzed. Frequency table and percentages were used to analyze the biodata of the respondents, mean value was used to answer the research questions. For achievement test, differential statistics was used to analyze the scores. The instrument was subjected to face-to-face validation using opinions of experts in the areas of school library services and test and measurement. However, the researcher and a research assistant drawn from each school administered 473 copies of the questionnaire and 450 copies were returned and duly filled indicating 95.1% response rate. Data collected were analyzed using frequency counts and mean scores. However, any mean score of 2.5 and above was accepted as (agree) and mean scores below 2.5 were rejected (Disagree). The results were presented in tables and chart.

Presentation and Discussion of Findings/Results

Table 1: Demographic Characteristics of Respondents

GENDER	Frequency	Percentage
Male	176	39.1%
Female	274	60.9%
Schools	Frequency	Percentage
With library	293	65.1%
Without library	157	34.9%
Total	450	100

Source: Researchers' Field Survey 2022

The table shows that out of a total of 450 respondent's 176 respondents representing 39.1% were male while 274 respondents representing 60.9% were females. Furthermore 293(65.1%) are respondent's from schools with library, while 157 (34.9%) were respondent's from schools without a functional library.

Table 2 Frequency Count and Mean scores of Respondents on Resources, Facilities & Services Provided by the School library/Librarian

S/N	Item Statement	SA	A	D	SD	Mean	Rank	Remark
Resources								
1	Text Books	210	90	90	60	3.00	6 th	Agreed
2	Reference Materials	199	97	70	84	2.91	8 th	Disagreed
3	Audio Visual	60	85	220	85	2.26	11 th	Disagreed
4	Computers	25	45	200	180	1.81	13 th	Disagreed
5	Serial Publications	50	70	180	150	2.14	12 th	Disagreed
Facilities								
6	Reading Tables	210	90	100	50	3.02	5 th	Agreed
7	Reading Chairs	200	100	80	70	2.95	7 th	Agreed
8	Catalog Cabinets	60	90	220	80	2.3	10 th	Disagreed
9	Shelves	215	90	90	55	3.1	4 th	Agreed
10	Projector/Board	0	10	150	290	1.3	15 th	Disagreed
Services								
11	Internet Services	10	50	100	290	1.51	14 th	Disagreed
12	Library Orientation	250	150	30	20	3.4	3 rd	Agreed
13	Provide study space	320	100	30	0	3.64	1 st	Agreed
14	Assist in class assignments	315	105	20	10	3.61	2 nd	Agreed
15	Book loan/Lending Services	120	130	120	130	2.75	9 th	Agreed
Grand Mean							2.44	Disagreed

Table 2 is an analysis of the respondents in terms of resources, facilities and services provided by the school library. The grand mean of 2.44 indicated a rejection or disagreement. That means the statues of resources and services were very poor and in most cases unavailable.

For the resources only textbooks with a mean of 3.0 was accepted indicating that most of the schools with library have books, while audio visuals (2.26), computers(1.8) and serial publications were unavailable in most school libraries in FCT. The facilities available were chairs (2.9), readindtables(3.02) and shelves(3.1) for the books. Other facilities such as projectors and catalogues were unavailable.

Table 3 Frequency Count and Mean scores of Respondents on how the Utilization of School Library Influenced Academic Achievement of Students.

S/N	Item Statement	SA	A	D	SD	Mean	Rank	Remark
1	Assist in Class Assignment	250	150	30	20	3.40	4 th	Agree
2	Enhances Reading Habit	240	170	30	10	3.42	3 rd	Agree
3	Improves Information Literacy	200	190	50	10	3.28	7 th	Agree
4	Provides Study Space	235	180	30	5	3.37	5 th	Agree
5	Enhances Library Use	215	150	40	45	3.18	8 th	Agree
6	Improves ability to pass Exams	275	170	5	0	3.61	1 st	Agree
7	Enhances Literature Search Skills	166	172	100	12	3.09	6 th	Agree
8	Reduces playing and chatting time	174	165	70	41	3.49	2 nd	Agree
9	Makes students active in class	110	74	80	186	2.24	10 th	Disagree
10	Improves students vocabulary	186	160	60	44	3.08	9 th	Agree
Grand Mean							3.21	AGREE

Table 3 shows the Mean scores of Respondents on how the Utilization of School Library Influenced Academic Achievement of Students. The grand mean of 3.21 indicates acceptance or agreement that indeed the utilization of school library essentially influenced academic performance and achievements of the students. Majority of the respondents agree that utilization of school library improves their ability to pass examination (3.61), reduces playing and chatting time(3.49) and enhances reading habits and academic achievements. This finding is, in agreement with that of Todd(2012) that school libraries enhances students ability to perform better academically and that school librarian really matter in a school.

S/N	Item Statement	SA	A	D	SD	Mean	Rank	Remark
1	English Language (arts)	216	104	30	100	2.96	2 nd	Agree
2	Economics (social Sci.)	240	170	10	30	3.37	1 st	Agree
3	Mathematics (sciences)	40	90	180	140	2.06	3 rd	Disagree
Grand mean							2.79	Agree

Table 4 shows Frequency Count and Mean Scores of Respondents on what aspects of Students Academic Achievement were influenced by Utilization of School Library. The grand mean of 2.79 is in agreement and shows that English Language representing the arts(2.96) and Economics (3.37) representing social sciences are subject groups that are positively and highly influenced by utilization of school library .While mathematics with a mean of (2.06) representing the sciences indicated that utilization of the library did not significantly influence the students performance in mathematics and the sciences..

Table 5:Frequency Count and Mean Scores of Respondents on the Challenges they Encounter while using the School library.

S/N	ITEM Statement	SA	A	D	SD	MEAN	RANK	REMARK
1	Inadequate Books and reading materials	190	210	30	20	3.2	1 st	Agree
2	Lack of professional Librarian	230	85	50	85	2.87	5 th	Agree
3	Lack of Equipment and computers	210	90	50	100	2.91	2 nd	Agree
4	Lack of Internet Access	170	150	40	90	2.88	4 th	Agree
5	The time the library is open for use is inadequate.	180	170	30	20	2.91	3 rd	Agree
6	Inadequate Accommodation	100	60	170	120	2.31	6 th	Disagree
Ground Mean								Agree

Table 5 indicates Frequency Count and Mean Scores of Respondents on the Challenges respondents Encounter while using the School library. The grand mean of 2.84 shows that respondents encounter a number of challenges ranging from lack of or inadequate books and reading material (3.2), lack of equipment and computers (2.91) to absence of qualified or professional librarian or library officers to effectively manage the school library.

Table 6: Frequency Count and Mean Scores of Respondents on Strategies for eliminating the Challenges Encountered while using the School library.

S/N	ITEM Statement	SA	A	D	SD	MEAN	RANK	REMARK
1	5% allocation of school budget to library for acquisition of reading materials	170	210	40	30	3.15	1 st	Agree
2	Employment of qualified Librarians/library officers	200	115	50	85	2.95	5 th	Agree
3	Acquisition of Equipment and computers	200	110	53	87	2.94	6 th	Agree
4	Use of modem for Lack Internet Access	180	160	40	70	3.0	4 th	Agree
5	Running shift duties to keep the library open longer	183	171	35	61	3.05	3 rd	Agree
6	Construction of standard library buildings in schools	198	165	14	73	3.08	2 nd	Agree
Ground Mean								3.02 Agree

Table 6 above indicates Frequency Count and Mean Scores of Respondents on Strategies needed to eliminate the Challenges Encountered while using the School library by the respondents. The grand mean of (3.02) supports and is in agreement adequate funding through allocation of special budgetary allocation to the school library(3.15) construction of standard library buildings in schools(3.08) employment of qualified librarian to manage the school library(2.95) and use of modem (3.0) were among the strategies that if adopted and implemented will go a long way reduce the barest minimum most of the challenges students encounter in the course of using the school library.

Academic Achievement

Secondary data of WAEC results for students of the school with library and the schools without library for year 2019 was used to test Academic performance

1. Sex: Male (176), Female (274)

Table 7 ; (English language) is Data analysis from the WAEC results for schools with and without LibraryTable 7(English Language)

S/N	Schools with Library in FCT and No. sat WAEC in 2019	Grade of passed in English Language			Percentage of pass A1- C		% of Pass	Remark
		A1-A3	C4-C6	Fail.				
1	GSS Kuje	(150)	53	74	23	84.6 %		
2	GSS Gwarimpa	(80)	29	36	15	81.2 %		
3	GDSS Gwagwalada	(121)	39	63	19	84.2 %		
4	GGSS Dutse	(93)	30	42	21	77.4 %		
Average %						81.85 %	Accepted	
Schools without Library in FCT								
1	GSS Pegi	(90)	15	19	56	21.2%		
2	GDSS Karu	(111)	20	25	66	40.5%		
3	GGSS(Tunga)	(82)	15	25	42	48.7%		
4	GDSS Bwari	(115)	24	33	58	49.5%		
Average %						39.97 %	Rejected	

Source: Researchers field work.

From table 7 the schools that had access to and used school library had an average percentage score of 81.85% in English language, which is above 50% and so is accepted. While those schools without a library had an average score of 39.97 % which is below 50 % and therefore rejected. This indicates that utilization of school library sufficiently influenced academic achievement of the students in English language.

Table 8 (Economics)

Schools with Library in FCT and No. sat WAEC in 2019		Grade of passed in Economics (Social Scienc)			Percentage of Pass A1-C6	
		A1-A3	C4-C6	Fail.	% of Pass	Remark
1 GSS Kuje	(150)	50	67	32	78.0 %	
2 GSS Gwarimpa	(80)	24	31	25	68.7 %	
3 GDSS Gwagwalada	(121)	33	59	29	76.0 %	
4 GGSS Dutse	(93)	31	44	18	80.6 %	
Average %					75.82%	Accepted
Schools without Library in FCT						
1 GSS Pegi	(90)	21	19	50	44.4 %	
2 GDSS Karu	(111)	26	25	60	45.9 %	
3 GGSS(Tunga)	(82)	25	17	40	45.7%	
4 GDSS Bwari	(115)	22	30	63	45 .5%	
Average %					45.37%	Rejected

Data analysis from table 8 on the subject 'Economics' representing the social sciences indicated a grand average of 75.82% as percentage pass for schools that utilized their school library ,which is above 50% and so accepted. While schools without library scored 45.37% which is below 50% and so rejected. These figures shows that schools with libraries were positively influenced by the utilization of the school library that made them perform better in economic and by extension the social sciences. Table9 (Mathermatics)

Schools with Library in FCT and No. sat WAEC in 2019		Grade of passed in Mathematics (Percentage of Pass A1-C6)				% of Pass	Remark
		A1-A3	C4-C6	Fail.			
GSS Kuje	(150)	15	55	80	46.6	%	
GSS Gwarimpa	(80)	5	30	45	43.7	%	
GDSS Gwagwalada	(121)	23	29	69	42.9	%	
GGSS Dutse	(93)	9	44	58	56.9	%	
Grand Average %					47.52%		Rejected

Schools without Library in FCT

GSS Pegi	(90)	13	27	50	30.1	%
GDSS Karu	(111)	17	35	59	45.9	%
GGSS(Tunga)	(82)	24	17	41	44.7%	
GDSS Bwari	(115)	15	40	60	47.8%	
Grand Average %					42.12 %	Rejected

Data analyzed from table 9 indicated a grand average of 47.52% pass for schools with library in mathematics achievement test from WAEC, which is below the acceptance pass of 50% and so is rejected. While schools without library scored a grand average of 42.12% which is also rejected. The implication of both scores is that the performance of the students in mathematics and by extension the sciences were not significantly influenced by utilization of school library. Although the schools with library did better (47.52) as against 42.12% for schools without library , their performance was not sufficient to indicate the influence by use of school library.

Conclusion and Recommendations

This study is on availability and utilization of school libraries as determinants of academic achievement of students in secondary schools. The findings reveal that availability and effective utilization of the resources and facilities of the school library significantly influence the academic performance and achievement of the students. This influence is more prominent in the arts and social sciences than in pure sciences. It was further revealed that most school libraries in Nigeria lack appropriate resources, facilities and services of a trained /qualified library personal to effectively interpret and manage the resources. This position is in agreement with the research findings of Association of College and Research Libraries (ACRL) (2017) holds that The use of the library resources and services increases students' success. The report holds that students who used the library in some way achieved higher levels of academic success (e.g.,GPA, course grades, retention) than students who did not use the library.

Recommendations

The following recommendations are made

Funding for School Library : Based on findings, over 70% of school libraries in Nigeria lack basic resources and services. There should be adequate funding for school library programmes. That is budgetary provision say about 5% of school vote for library services.

Recruitment of qualified librarian : Every school library and every library a librarian. Every secondary school should be managed by a librarian and all primary school library by a library officer. No school library can function optimally without a professional staff. In the thirty six states of the Federation and FCT the Primary and Secondary Education Management Boards should make the construction of a standard library managed by a librarian a precondition before approval for establishment of new schools for both government and private schools

Infusion of Library Education in School Curriculum: Library education should be a subject and infused into the primary and secondary education curriculum. The school librarian should teach the classes and effectively manage the resources of the library.

Finally it must be noted that libraries drives education and education is the right catalyst needed by nations for sustainable development.

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