

# Availability, Accessibility and Utilization of Information Resources in School Libraries in Maiduguri and Damaturu Metropolis, Nigeria

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**Abstract** - This paper examined the availability, accessibility and utilization of information resources in School libraries in Maiduguri and Damaturu Metropolis, Nigeria. The study determined the resources available in all the school libraries in terms of their types and formats that is, print and non- print information resources available in the library. The study adopted survey research design. The entire target population that is, 90 students from school libraries in Maiduguri and Damaturu Metropolis were purposively used. A self-designed questionnaire was used to extract responses from the students of the schools under study. Six objectives were formulated to guide the conduct of the study. Four research questions were generated and answered, and two null hypotheses were tested. Frequency count and percentages were used to answer the research questions and Pearson Product Moment Correlation was used to test the null hypotheses at 0.05 level of significance, using the Statistical Package for Social Sciences (SPSS) version 20. The findings of the study revealed that, textbooks were the major information resources that were available in the school libraries. More so, the information resources found in the school libraries in Maiduguri and Damaturu metropolis were accessible. The students utilized the information resources on a daily basis but yet not satisfied with the information resources found in the schools libraries in Maiduguri and Damaturu metropolis. It was recommended that the governments should put more priority on adequate provision of fund necessary for the provision of current and up to date information resources and also for the employment of qualified and trained teacher-librarian in all school libraries in Maiduguri and Damaturu Metropolis.

**Keywords:** Availability, Accessibility, Utilization, Information resources, School Libraries

## I. INTRODUCTION

School libraries are divergent from public, academic and special libraries because they serve as learner-oriented laboratories which sustain, widen, and individualize the school's prospectus. A school library serves as the core and harmonizes the organization for all materials used in the school. Morris, (2004) affirm that a school library (or a school library media center) is a library within a school where students, staff, and often, parents of a public or private school have access to a variety of resources. The goal of the school library media center is to ensure that all members of the school community have fair access to books and reading, to information, and to information technology. The school library is also responsible for making students

aware of future employment opportunities and the importance of education and lifelong learning (Craver, 1995). The programmes and resources provided by the school library include homework assistance, study sites, computer and Internet access, interactive and electronic media, telefac similie and copy machines (Burks, 1993; Craver, 1994; Woolls, 1999).

Libraries are social institutions created to uphold knowledge, conserve the cultural heritage and make available all information for education and research purposes to different users. Elaturoti, (1993) defined school library as an area designed for provision of all types of learning and teaching resources. The role of the school library is to support the classroom teachers and curricula throughout the school. Keeping in mind what is taught, how students learn, and what students want to know, the school librarian strives to adequately supply materials for the school community by developing a well-rounded collection of instructional materials. According to Jones, Taylor, and Edwards, (2003) "the purpose of any collection is to fulfill the wants and needs of a library's users", that is evidenced in the new standards, the needs of 21st-century learners are changing, and school library collections should be developed and managed in a manner that will keep up with the changes(American Association of School Libraries, 2009).

There are various types of libraries such as; Special library, National library, Public library, Research library, Academic library and so on, but the focus of this study was on the School Library. A school library is one of the libraries that have been established in a primary or secondary school (Edoka, 2000). According to Waite (1989), School library is a collection of a wide range of learning and teaching materials which are housed in a place and centrally organized by librarian and indexed to serve readers. Fayose (1995) defined school library as the part of the school where collection of books, periodicals, magazines, and newspapers, films, computers, filmstrip, videotapes, recording of all types etc. are kept for use by the students and teachers. Arua and Chinaka (2011) stated that school library information resources are seen as all inputs which are utilized in the library in order to provide good learning environment for students and teachers so as to be able to

achieve educational goals. This variety of library information resources is essential to facilitate the school library fulfill its functions among which are: to thoroughly provide information resources necessary for the school's educational programmes and to help in improving and rising the reading skills and learning habits of students.

Fakomogbon, Bada, and Omiola (2012) affirm that school library help to support the school curriculum by providing up-date information to keep teachers and students abreast of new development. The library also promotes the development of reading skills and encouraged long term planning habits through reading, listening to and viewing a range of learning materials. Also, Merrill (1983), related library information resources to students' learning outcomes and found that the use of school library resources were associated significantly with better learning outcome. Effective school libraries provide additional reading opportunities for students, which in turn improve reading skills, knowledge, and writing and clarity of expression, which in turn support student performance in all other curriculum subjects (World Bank, 2008).

## II. STATEMENT OF THE PROBLEM

Students cannot get hold of knowledge only through text books or classrooms. They also refer to extra school library information resources. The school library is expected to act as a fundamental part of the school in order to make available up-to-date instruction materials, for effective teaching technique and to prepare students to use increasingly available classroom time for individualized study. The school library is of enormous help in fulfilling the students' information needs. Students' prospect and demands of the library are reflected in their library information resources usage. The degree at which students and young people in our day will be creative, informed and knowledgeable will be produced by the usage of the library resources available within the school. In addition, Elaturoti, (1993) described that, the usefulness of any school library resource depends on its maximum utilization by students otherwise it is as good as waste. That is why Fakomogbon, Bada and Omiola, (2012) had stated that lack of standard school library with relevant information resources which students could use for their studies could be one of the major causes of mass failure in the schools. However, it appear as if little is known about the importance of availability, accessibility and utilization of school library information resources in secondary schools in Maiduguri and Damaturu. Therefore, this study seeks to the gap fill.

## III. OBJECTIVES OF THE STUDY

The objectives of the study are to

1. Determine the availability of information resources in school libraries in Maiduguri and Damaturu metropolis.
2. Examine the accessibility of information resources by secondary school students in Maiduguri and Damaturu metropolis.

3. Determine the extent of utilization of information resources by secondary school students in Maiduguri and Damaturu metropolis.
4. Determine the level of satisfaction with information resources by secondary school students in Maiduguri and Damaturu metropolis.
5. Determine the relationship between availability and accessibility of information resources by secondary schools students in Maiduguri and Damaturu metropolis.
6. Determine the relationship between utilization and level of satisfaction with information resources by secondary schools students in Maiduguri and Damaturu Metropolis, Nigeria.

### A. Research Questions

The study seeks to answer the following research questions:

1. What are the types of information resources available in school libraries in Maiduguri and Damaturu metropolis?
2. To what extent do secondary school students have access to information resources in school libraries in Maiduguri and Damaturu metropolis?
3. How often do secondary school students utilize the information resources available in the school libraries in Maiduguri and Damaturu metropolis?
4. What is the level of satisfaction with information resources by secondary school students in Maiduguri and Damaturu metropolis

### B. Hypotheses

The following null hypotheses were tested in the study:

$H_{01}$ : There is no significant relationship between availability and accessibility of information resources by secondary schools students in school libraries in Maiduguri and Damaturu Metropolis.

$H_{02}$ : There is no significant relationship between utilization and level of satisfaction with information resources by secondary schools students in school libraries in Maiduguri and Damaturu Metropolis.

## IV. LITERATURE REVIEW

### A. Availability, Access and Utilization of Information Resources in School Library

Nwachukwu, Lucky and Salami, (2014) affirm that availability of information resources establishes a new standard for system and network that are always on for applications and data that are always available and for end users that are always connected. Availability of information resources also entails acquiring and also providing means by which users could get necessary information resources needed. It tries to ensure that every user gets document, which could satisfy their quest for information.

Qamar (2002) cited by Nwachukwu, Lucky and Salami, (2014) defined accessibility of information sources as the

increase and provision of information resources to clientele in order to increase their knowledge base. However, this increase in use and importance of information resources raises concern as to whether these resources are fully accessible to all people. The central significances of accessibility to all recorded knowledge and experience is underlined by the absence of any restriction of guidance as the nature of the contents of the library. The framework of information makes two values of assumption to the function of a library and the right accessibility to it or not. Library resources provide information on the user groups that benefit from information accessibility.

Accessibility of information sources is an important recurring theme in the literature. According to Aguolu and Aguolu (2002), resources may be available in the library and even identified bibliographically as relevant to one's subject of interest, but the user may not be able to lay hands on them. One may identify citations in indexes, but may not have access to the sources containing the relevant articles. The more accessible information sources are, the more likely they are to be used. Readers tend to use information sources that require the least effort to access. Aguolu and Aguolu (2002) note that availability of an information source does not necessarily imply its accessibility, because the source may be available but access to it is prevented for one reason or the other. Aguolu and Aguolu further revealed that efforts are being made worldwide to promote access to information in all formats. They lament the attendant features of underdevelopment such as power failure, machine breakdowns, and lack of spare parts and technicians, which intermittently stall the performance of the modern gadgets of information storage and transfer in developing countries. Oniovosa, (2004) asserts that, in a survey around the world on the reading ability of the children that, one of the factors that positively influence children's reading attainment is the availability and accessibility of books and other non-books resources in their immediate surroundings, at home, in the classroom and in the library. Accessibility and utilization of library information resources are key factors in the provision of quality services in different types of libraries.

Abdullahi (1998) asserts that usefulness of a library depends upon its proper organization which includes the accessibility and availability of information resources, their arrangement, the situation of the library, etc. Moreover, Bhatt, (2013) asserts that a successful library services depend mainly on satisfaction level of its users with the relevant library information resources, user-centric library services and library staffs' supportive attitude.

Quite a lot of studies have been conducted on the use of school libraries. For instance, a study by Agyekum and Filson (2012) on the use of library resources by students in Ghana schools discovered that most of the students use library resources and services to supplement their class notes, assignments and helped them in examination preparation. In the same way a study conducted by Clabo

(2002), pointed out that students use school library information resources for recreational readings, for reference purposes, doing their school homework, teacher requirements and reading news from newspapers. Similarly, Orji (1996) found out that users use the school library for many and various reasons i.e.; to prepare for examination; for leisure; recreation for serious academic work, to see friend and people and so on. Daniel (2004) concluded that school library remains the power house of educational institution and that an education institution without a library is like a motor car without an engine or a body without a soul.

## V. METHODOLOGY

The study adopted survey research design; this is due to the fact that it is concerned with sampling peoples' opinion, belief, feelings, attitude, behaviour and ideas. This is in concord with Aina (2002) that survey research involves a systematic and comprehensive collection of information about opinions, attitudes, feelings, beliefs and behavior of people through observation, interviewing and administering of questionnaire. Four secondary schools from Maiduguri and two from Damaturu metropolis making a total of six schools were adopted for the research. These schools are Federal Government College Maiduguri, Government Girls College Maiduguri, Ruby Model School Maiduguri, Unimaid Demonstration Secondary School, Government Girls Unity College Damaturu and Leaders College Damaturu. The schools comprise of three (3) government own schools and three (3) Private owned schools. The population of this study comprised SSS 3 students only. This category of students was chosen because they are most matured in using library, and they are also about to join tertiary institution. Purposive sampling will be used to select the schools to be included in the study area. Patton, (2002) opined that a purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling. This type of sampling can be very useful in situations when you need to reach a targeted sample quickly, and where sampling for proportionality is not the main concern. Johnson and Christensen (2004) argue that purposive sampling relies on the decision of the researcher, based on some well-known criteria. The sampling process required the development of a sampling frame, whereby in this study was the current list of all the SSS 3 students contained in the students register list in the form master's office in collaboration with the school principals/directors in each of the schools. Thus, 15 respondents were selected from each school making a total of 90 respondents and hence the entire population was used because it was manageable in terms of cost and accessibility to the subjects. Data was collected from the respondents through the use of a self-designed questionnaire administered to the ninety (90) respondents. The data collected with the aid of the questionnaire was coded and summarized using the Statistical Package for Social Sciences (SPSS) version 20. Descriptive statistics, such as frequencies, percentages was used to answer the

research questions and Pearson Product Moment Correlation was used to test the null hypotheses at 0.05 level of significance.

**VI. DATA ANALYSIS, RESULTS AND DISCUSSION**

*A. Response Rate*

Out of the 90 questionnaires distributed to the respondents in the six secondary schools under study, 87 (96.7%) copies were duly completed, returned and found valid for the analysis. In order to determine the availability, accessibility and utilization of information resources in the schools under study, the results were presented in the tables below:

TABLE I TYPES OF INFORMATION RESOURCES AVAILABLE

S. No.	Information Resources	Frequency	Percentage
1.	Text Books	38	43.7
2.	Atlases	16	18.4
3.	Novel	14	16.1
4.	Dictionary	10	11.5
5.	Poetry	4	4.6
6.	Newspaper	3	3.4
7.	Audiovisual	2	2.3
	Total	87	100

Table I above shows the analysis of the information resources that are available in the school libraries under study. It revealed that 38 (43.7%) of the respondents indicated that there are enough textbooks for use in the libraries, 16 (18.4%) indicated that there are sufficient atlases for use, while 14 (16.1%) indicated that there are novels while 10 (11.5%) expressed that the dictionaries provided were not enough, 4 (4.6%) of the respondents also expressed that there was insufficient poetry, 3 (3.4%) revealed that there were limited copies of newspaper and 2 (2.3%) revealed that audio visual materials were not sufficient for use in the libraries.

Table II above shows the analysis of respondents' view on the extent of accessibility to the information resources in the school libraries under study, it revealed that 49 (56.3%) respondent indicated that the information resources were

accessible, 20 (23.0%) of the respondents indicated that it was highly accessible and 18 (20.7%) indicated that it was not accessible.

TABLE II EXTENT OF ACCESSIBILITY TO INFORMATION RESOURCES

S. No.	Extent of Accessibility	Frequency	Percentage
1.	Accessible	49	56.3
2.	Highly Accessible	20	23.0
3.	Not Accessible	18	20.7
	Total	87	100

TABLE III EXTENT OF UTILIZATION OF INFORMATION RESOURCES

S. No.	Utilization	Frequency	Percentage
1.	Daily	51	58.6
2.	Weekly	19	21.8
3.	Monthly	13	15.0
4.	Occasionally	4	4.6
5.	Never	0	0
	Total	87	100

Table III above shows the analysis of utilization of information resources in the schools under study, it revealed that 51 (58.6%) of the respondents utilize the information resources on a daily basis, 19 (21.8%) utilized it on weekly basis, 13 (15.0%) on monthly basis and 4 (4.6%) indicated that they utilized the information resources occasionally.

TABLE IV LEVEL OF SATISFACTION WITH INFORMATION RESOURCES

S. No.	Information Resources	Frequency	Percentage
1.	Satisfied	11	13.0
2.	Highly Satisfied	21	24.1
3.	Not Satisfied	55	63.2
	Total	87	100

Table IV above shows the analysis of the level of satisfaction with the information resources in the school libraries under study. It revealed that 11 (13.0%) of the respondents indicated that they were satisfied, 21 (24.1%) shows they were highly satisfied and 55 (63.2%) indicated that they were not satisfied with the information resources available in the school libraries.

TABLE V RELATIONSHIP BETWEEN AVAILABILITY AND ACCESSIBILITY OF INFORMATION RESOURCES

Variable	N	$\bar{X}$	SD	Df	r-value	p-value	Decision
Availability	87	5.64	1.61	85	.698	.000	S
Accessibility		2.51	0.62				

S=Significant at P<0.05 level

Table V above shows the relationship between availability and accessibility of information resources in school libraries by secondary schools students in Maiduguri and Damaturu Metropolis. The hypothesis states that there is no significant

relationship between availability and accessibility of information resources by secondary schools students in school libraries in Maiduguri and Damaturu Metropolis. It was indicated that availability had mean of 5.64 and SD of

1.61 while accessibility had mean of 2.51 and SD of 0.62. The calculated r- value was .698 and p-value of .000 at the df of 85 at 0.05 level of significance. Therefore, since the calculated r-value .698 was greater than the p-value of .000, the null hypothesis was rejected. This implies that availability is a predictable variable for the accessibility of the information resources in school libraries by secondary

school students in Maiduguri and Damaturu metropolis. Therefore, availability of information resources has significant relationship with the accessibility of the information resources in school libraries by secondary school students in Maiduguri and Damaturu metropolis, Nigeria.

TABLE VI RELATIONSHIP BETWEEN UTILIZATION AND LEVEL OF SATISFACTION WITH INFORMATION RESOURCES

Variable	N	$\bar{X}$	SD	Df	r-value	p-value	Decision
Utilization	87	1.59	0.77	84	.596	.001	S
Level of Satisfaction		1.87	0.82				

S=Significant at P<0.05 level

Table VI above shows the relationship between utilization and level of satisfaction with information resources in school libraries by secondary schools students in Maiduguri and Damaturu Metropolis. The hypothesis states that there is no significant relationship between utilization and level of satisfaction with information resources by secondary schools students in school libraries in Maiduguri and Damaturu Metropolis. It was indicated that utilization had mean of 1.59 and SD of 0.77 while level of satisfaction had mean of 1.87 and SD of 0.82. The calculated r- value was .596 and p-value of .001 at the df of 85 at 0.05 level of significance. Therefore, since the calculated r-value .596 was greater than the p-value of .001, the null hypothesis was rejected. This implies that utilization is a predictable variable for the level of satisfaction with the information resources in school libraries by secondary school students in Maiduguri and Damaturu metropolis. Therefore, utilization of information resources has significant relationship with the level of satisfaction with the information resources in school libraries by secondary school students in Maiduguri and Damaturu metropolis, Nigeria.

### VII. SUMMARY

This study was carried out to examine the availability, accessibility and utilization of information resources in school libraries in Maiduguri and Damaturu Metropolis, Nigeria. Availability means that the information resources are actually present while accessibility means to be permitted to lay hand on the information resources and utilization entails the willingness to browse the content of the information resources for the purpose of meeting one's information needs. The study reviewed relevant literatures on the concept of the problem investigated. This has become very crucial so as to set the basis upon which the study was developed. Students of the schools under study were used as the population of the study out of whom a sample was drawn. The instruments used for the data collection was questionnaire. Survey method was adopted for the study.

### VIII. FINDINGS OF THE STUDY

1. The study revealed that textbooks were the major information resources in the school libraries in

Maiduguri and Damaturu metropolis. It was evident by the fact that 38 (43.7%) of the respondents indicated that textbooks are the most available information sources in the libraries.

2. The study further discovered that the information resources found in school libraries in Maiduguri and Damaturu metropolis were accessible. This was indicated by majority of the respondents 49 (56.3%) that the information resources were accessible.
3. The study also found out that majority of the students in Maiduguri and Damaturu Metropolis utilized the information resources on a daily basis. This is due to the fact that 51 (58.6%) of the respondents indicated that they utilize the information resources on a daily basis.
4. It was also established that the users were not satisfied with the information resources found in the schools in Maiduguri and Damaturu metropolis. It is evident by the fact that 55 (63.2%) of the respondents indicated that they were not satisfied with the information resources available in the school libraries.
5. The study also revealed that availability of information resources has significant relationship with accessibility of the information resources by secondary school students in Maiduguri and Damaturu metropolis, Nigeria. This is use to the fact that the calculated r- value .698 was greater than the p-value of .000 at 0.05 level of significance.
6. It was also established by the study that utilization of information resources has significant relationship with the level of satisfaction with the information resources by secondary school students in Maiduguri and Damaturu metropolis, Nigeria. This is due to the fact that the calculated r-value .596 was greater than the p-value of .001 at 0.05 level of significance.

### IX. CONCLUSION AND RECOMMENDATIONS

School library is very vital constituent in education development of any school. Key findings revealed that textbooks were the major information resources in the school libraries in Maiduguri and Damaturu metropolis. Likewise, other information resources, such as atlas, novels, dictionaries, poetry newspapers and audio visuals were not

sufficiently available for use by the students thus such information resources were not satisfactory to meet their information needs. The study further established that the secondary school students under study had access and utilized the information resources on a daily basis. However, it was also revealed that the students were not satisfied with the information resources found in the libraries under studies; this implies that the information resources available were not current enough to satisfy their need at hand. On the other hand, the study thus recommended the following:-

1. The government should put more priority on adequate provision of fund necessary for the provision of current and up to date information resources and also for the employment of qualified and trained teacher-librarian.
2. The government should provide strategies that will help in regulating modes of operation, procedures and principles of administration and management practices in all school libraries in Maiduguri and Damaturu Metropolis.
3. There is a need by individuals, Non-Government Organizations, and government to collectively come together in order to rescue the development of school libraries in the country.
4. The school management should liaise properly with the government for adequate provision of information resources that can satisfy the users' needs.

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