

Accessibility and Utilization of Library Resources by Secondary School Teachers in Giwa Education Zone of Kaduna State, Nigeria

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Abstract

Library resources are the information-bearing materials that enable the library to fulfill its goals of meeting the information needs of its users. This study examined the accessibility and utilization of library resources by teachers in secondary schools in Giwa Education Zone of Kaduna State, Nigeria. A survey research design was adopted for the study. The population of the study was two thousand, two hundred and twenty (2,816). A total of three hundred and thirty-eight (338) questionnaires were distributed, and three hundred and thirty-three (333) copies were retrieved from the respondents. Questionnaire was used as the instrument for data collection. The instrument was validated by experts in Educational Psychology who vetted the items developed. The reliability of the instrument was established using Cronbach's Alpha and a value of 0.76. Pearson's Product Moment Correlation and one way ANOVA was employed to test the hypotheses at $p \leq 0.05$ level of significance. The result of the analysis revealed that the availability of textbooks, reference materials, and newspapers/magazines significantly influenced utilization of library resources by teachers ($p = 0.00$). Based on the findings of the study, it was concluded that accessibility to textbooks, reference materials, and newspapers/magazines significantly influence utilization of library resources. It was therefore recommended that that worn-out textbooks be replaced and made available for use by teachers. Reference materials should be replaced within some specified period since most of the reference materials are print resources.

Keywords: Accessibility, library resources, Secondary School Teachers, Utilization

Introduction

Library information resources are essential tools in the teaching and learning process of any community. Academics require library information resources for teaching, learning, research, knowledge retention, and personal development. Materials or information resources obtained by the library to suit the information needs of library clients are referred to as library information resources. For the aims of imparting knowledge to pupils and self-development, teachers require a variety of information resources for teaching and study. Teachers and students

must have access to and utilise the essential and suitable information resources for learning to take place.

Agbaje (2014) described a library as an organized collection of sources of information and related resources made available for reference or borrowing to a specific community. He goes on to say that the resources might be real, digital, or visual, and that they could be in a physical building or visual area. Chimah and Udo (2013) define information resources as "any forms of information carriers that can be employed by an information user to promote and encourage effective research activities and developmental projects." Providing essential information resources in school libraries is the most effective strategy to mobilize school instructors. The library is a knowledge repository. Secondary school instructors can use the library to assist them to achieve their goals of generating students who are information literate and ready for lifelong learning. The library is in charge of discovering, developing, coordinating, providing, and evaluating the value and efficacy of resources and services geared to meet both standard and unique informational skills, as well as the developmental needs of the distance learning community (Ossai, 2009). Researchers like Ntui and Udah (2015) and Fasa and Temitope (2018) discovered that the availability of textbooks, visuals, audio-visual materials, reference materials, and newspapers/magazines increased teachers' use of the library resources. NTI students, according to Ejike and Amaoge (2017), use the library for a variety of purposes, including acquiring knowledge, consulting reference resources in the library, writing assignments, reading for tests, and consulting periodicals.

Problem Statement

The value of a library is determined by its resources' accessibility. A library with easily accessible materials will undoubtedly draw attention, and its resources will be utilized. Libraries acquire resources to fulfill the needs of their users and are structured to operate in a self-service model, with students expected to use the school library as their primary source of information to aid their learning and knowledge acquisition activities. However, based on observations and many requests for assistance from library staff, it was determined that most library materials are not used by students (Ejike & Amaoge, 2017). In Kaduna State, despite the state government's attempts to equip secondary school libraries, these resources appear to be inaccessible and underutilized. Many of these library resources are unavailable in some circumstances, while others are housed in deplorable conditions in the principal's office. Even when these materials are located, students and teachers face a tough time gaining access to them. The researcher discovered that a big part of the material collected on audio or film about important occurrences is dispersed around the staff room in some secondary schools. Hence, the level of accessibility and utilization of library resources in secondary schools in Giwa Education Zone of Kaduna State is not known. Therefore, the study was designed to determine the Accessibility and Utilization of Library Resources by Secondary School Teachers in Giwa Education Zone of Kaduna State, Nigeria.

Objectives of the Study

The aim of the study is to investigate the Accessibility and Utilization of Library Resources by Secondary School Teachers in Giwa Education Zone of Kaduna State, Nigeria

- a. Find out whether accessibility to textbooks, influences the utilization of library resources by secondary school teachers in Giwa Education Zone of Kaduna State, Nigeria.
- b. Determine whether accessibility to reference materials influences the utilization of library resources by secondary school teachers in Giwa Education Zone of Kaduna State, Nigeria
- c. Determine whether accessibility to newspapers/magazines influences the utilization of library resources by secondary school teachers in Giwa Education Zone of Kaduna State, Nigeria.
- d. Find out whether accessibility to textbooks, reference materials, and newspapers/magazines influence the utilization of library resources by secondary school teachers in Giwa Education Zone of Kaduna State, Nigeria.

Null Hypotheses

- H₀₁: accessibility to textbooks have no significant influence on the utilization of library resources by secondary school teachers in Giwa Education Zone of Kaduna State, Nigeria
- H₀₂: Accessibility to reference materials have no significant influence on the utilization of library resources by secondary school teachers in Giwa Education Zone of Kaduna State, Nigeria
- H₀₃: Accessibility to newspaper/magazines have no significant influence on the utilization of library resources by secondary school teachers in Giwa Education Zone of Kaduna State, Nigeria.
- H₀₄: Accessibility to textbooks, reference materials, and newspapers/magazines have no significant influence on utilization of library resources by secondary school teachers in Giwa Education Zone of Kaduna State.

Literature Review

Availability of Information Resources

Users, including students, benefit from the library's investment in making information resources available and accessible. All print and non-print library materials that are readily available to students are included in the availability of information resources. Textbooks, reference books, and serial publications, according to Roberson (2005), are essential print information-carrying resources for effective teaching, learning, and research that must be supplemented in the classroom. The integration of information technology (IT) that facilitates

communication via the internet to the traditional library resources makes information much more accessible. Libraries, on the other hand, must have the necessary infrastructure in place to support the provision of digital and online information resources. Libraries must be able to establish the availability of working ICT as information sources and various forms of publications as information resources in this way. According to Smith (2016), libraries are evolving, and proper management develops long-term policies capable of keeping information resources available throughout times of scarcity, loaned out resources, outdated material, or even delayed acquisition to meet user demands. To address financial issues stemming from insufficient financing and the high cost of information resources, mainly digital and online resources, librarians must maintain solid money management skills and ensure that information resources are available.

Utilization of Information Resources

The extent to which the library's materials and services are actually used for teaching, learning, and research is known as utilization of information resources. The extent to which academic libraries' information resources are used is frequently reflected by library statistics, which are generated daily by library employees. As a result, to determine the extent to which library resources are used, the library personnel must be proactive in reporting utilization statistics on a daily basis. This will either encourage or discourage the library's sponsors (Ozioko, Nwabueze, & Eze, 2014).

The extent to which the library's resources and services are used for teaching, learning, and research is referred to as information resource utilization. Library statistics, generated daily by library employees, usually capture the amount to which information resources are used in academic libraries. As a result, the library staff must be proactive in reporting utilization statistics daily to determine the extent to which library resources are utilized. This will either inspire or discourage the library's sponsors (Ozioko, Nwabueze, & Eze, 2014). Since libraries transitioned from cultural monuments to knowledge acquisition and information communication centers, the use of library and information resources has been a cause of concern. As a result of these advancements, librarians devised the concept of training library users to identify and locate material relevant to their daily activities. The library ensures that the resources are acquired, processed as well as making them readily available and utilized at the right time through the right medium through which students will be able to make use of such resources adequately (Onye, 2016).

Methodology

The study employed a descriptive survey design with a population of 2,816 teachers (Kaduna State Annual School Census, 2019). The study used a sample size of 384 people. This is in line with Krejcie and Morgan (1973), who said that a sample size of 338 is adequate for a population of 2800 to 2999 people. A standardized 5-point Likert-scaled questionnaire was used to collect data (Likert, 1932). Using Cronbach's Alpha reliability, the instrument was pilot-tested

and found to have a reliability value of 0.76. According to Olayiwola (2010), an instrument is dependable if its reliability coefficient is between 0 and 1, and the closer the calculated reliability coefficient is to zero, the less reliable the instrument is, and the closer the calculated reliability coefficient is to 1, the more reliable it is. As a result, the instrument was confirmed to be trustworthy in line with Olayiwola (2010). Only 333 of the 338 questionnaires issued were completed, returned, and analyzed. Pearson's Product Moment Correlation and one-way ANOVA were used to examine the data at the 0.05 level of significance.

Results and Discussion of the Findings

H₀₁: accessibility to textbooks have no significant influence on the utilization of library resources by teachers in secondary schools in Giwa Education Zone of Kaduna State, Nigeria

Pearson's Product Moment Correlation (PPMC) was used to analyze respondents' views on textbook accessibility and how it influences library resource use at the 0.05 level of significance. Table 1 summarizes the findings.

Table 1: Correlation for Influence of Accessibility to Textbooks on Utilization of Library Resources

Variables	N	$\bar{X}$	S.D	df	r-cal	P	Remark
Accessibility to Textbooks	333	29.44	4.96				
				331	0.36	0.00	Significant
Utilization of Library Resources	333	16.61	2.89				

r-crit = (0.09) P<0.05

Key: N = Sample Size; $\bar{X}$ = Mean; SD = Standard Deviation; df = Degree of Freedom

r-cal = Correlation Calculated

In Table 1, a Pearson product-moment correlation was used to see if the availability of textbooks influenced secondary school teachers' use of library resources in Kaduna State's Giwa Education Zone. The table showed a mean score of 29.44 with a standard deviation of 4.96 for textbook accessibility versus a mean score of 16.61 with a standard deviation of 2.89 for library resource utilization. There was a statistically significant positive link between textbook accessibility and library resource utilization ($r = 0.36$, $n = 333$, $p = 0.00$). This is due to the fact that the p-value of 0.00 is less than the 0.05 criterion set for hypothesis rejection or acceptance. Based on the result, the null hypothesis, which stated that accessibility to textbooks has no significant influence on the utilization of library resources by teachers in secondary schools in Giwa Education Zone of Kaduna State, Nigeria, was thus rejected, implying that accessibility to

textbooks influences the utilization of library resources by secondary school teachers in Giwa Education Zone.

The findings demonstrated that the availability of textbooks had a substantial impact on secondary school teachers' use of library resources in the Giwa Education Zone. The findings of this study agree with those of Ntui and Udah (2015), who discovered that access to textbooks has a considerable impact on teachers' use of library resources. Access to and use library information resources are important variables in providing high-quality services in various types of libraries. Furthermore, Bhatt (2013) said that the success of library services is largely dependent on the level of user satisfaction with relevant library information resources.

H₀₂: Accessibility to reference materials have no significant influence on the utilization of library resources by secondary school teachers in Giwa Education Zone of Kaduna State, Nigeria

Pearson's Product Moment Correlation (PPMC) was used to analyze respondents' responses on the impact of accessibility to reference materials on library resource consumption at the 0.05 level of significance. Table 2 summarizes the findings.

Table 2: Correlation for Influence of Accessibility to Reference Materials on Utilization of Library Resources

Variables	N	$\bar{X}$	S.D	df	r-cal	P	Remark
Accessibility to Reference Materials	333	25.46	3.63				
				331	0.62	0.00	Significant
Utilization of Library Resources	333	16.61	2.89				

r-crit = (0.09) P<0.05

Key: N = Sample Size; $\bar{X}$ = Mean; SD = Standard Deviation; df = Degree of Freedom

r-cal = Correlation Calculated

Table 2 shows a Pearson product-moment correlation that was used to see if access to reference materials affects secondary school teachers' use of library resources in Kaduna State's Giwa Education Zone. The table revealed that access to reference materials had a mean score of 25.46 with a standard deviation of 3.63, while library resource utilization had a mean score of 16.61 with a standard deviation of 2.89. There was a statistically significant positive association between accessibility to reference materials and library resource utilization ($r = 0.62$, $n = 333$, $p = 0.00$). This is due to the fact that the p-value of 0.00 is less than the 0.05 criterion set for hypothesis rejection or acceptance. As a result of the findings, the null hypothesis, which stated that accessibility to reference materials has no significant influence on the utilization of library resources by teachers in secondary schools in Giwa Education Zone of Kaduna State, Nigeria, is

therefore rejected, implying that accessibility to reference materials has an impact on the use of library resources by secondary school teachers in Giwa Education Zone.

Materials or information resources obtained by the library to suit the information needs of library clients are referred to as library information resources. Teachers must keep up to date with reference resources to be effective in their teaching and learning. The findings on reference materials revealed that the availability of reference materials impacted secondary school teachers' use of library resources in Giwa Education Zone. This conclusion is consistent with Ogbuji and Chukwuemeka (2020), who discovered a large quantity of reference materials available to the department's students. This means that the library not only acquires reference resources, but also makes them available to teachers. Aina (2004) also stated that the library serves as a learning center because it houses all of the materials required for all of the institution's courses. The library provides resources to instructors to aid in teaching and research. Above all, the library is meant to serve as a resource for information for extracurricular activities.

H₀₃: Accessibility to newspapers/magazines have no significant influence on the utilization of library resources by secondary school teachers in Giwa Education Zone of Kaduna State, Nigeria

Pearson's Product Moment Correlation (PPMC) was used to test respondents' opinions on newspaper/magazine accessibility and how it affects library resource use at the 0.05 level of significance. Table 3 summarizes the findings.

Table 3: Correlation for Influence of Accessibility to Newspapers/Magazines on Utilization of Library Resources

Variables	N	$\bar{X}$	S.D	Df	r-cal	P	Remark
Accessibility to Newspapers/Magazines	333	11.71	2.47				
				331	0.47	0.00	Significant
Utilization of Library Resources	333	16.61	2.89				

r-crit = (0.09) P<0.05

Key: N = Sample Size; $\bar{X}$ = Mean; SD = Standard Deviation; df = Degree of Freedom

r-cal = Correlation Calculated

Table 3 showed the influence of accessibility to newspapers/magazines on utilization of library resources by secondary school teachers in Giwa Education Zone of Kaduna State. The table shows a mean score of 11.41 with a standard deviation of 2.47 for newspaper/magazine accessibility vs. a mean of 16.61 with a standard deviation of 2.89 for library resource use. There was a statistically significant positive association between accessibility to reference materials and library resource utilization ($r = 0.47$, $n = 333$, $p = 0.00$). This is due to the fact that the p-value of 0.00 is less than the 0.05 criterion set for hypothesis rejection or acceptance. As a result

of the findings, the null hypothesis, which stated that accessibility to newspapers/magazines has no significant influence on the utilization of library resources by teachers in secondary schools in Giwa Education Zone of Kaduna State, Nigeria, is therefore rejected. This indicates that access to newspapers/magazines impacts secondary school teachers' use of library resources in the Giwa Education Zone.

Newspapers and magazines were found to have an impact on secondary school teachers' use of library resources in the Giwa Education Zone. This study is consistent with that of Ntui and Udah (2015), Ogbemor (2011), Adeoye and Popoola (2011), who discovered that newspaper/magazine accessibility influences library resource use. This could be linked to the fact that instructors need to stay current with what is going on in their classrooms and the world at large, necessitating the use of newspapers and publications.

H₀₄: Accessibility to textbooks, reference materials, and newspapers/magazines have no significant influence on utilization of library resources by secondary school teachers in Giwa Education Zone of Kaduna State.

The hypothesis was tested to see if the availability of textbooks, reference materials, and newspapers/magazines influenced secondary school teachers' use of library resources in Kaduna State's Giwa Education Zone. Table 4 shows the results of a one-way analysis of variance with a p0.05 significance level.

Table 4: Summary of One-Way Analysis of Variance for Influence of Accessibility to Textbooks, Reference Materials and Newspapers/Magazines on Utilization of Library Resources

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	57650.757	2	28825.378	1975.129	.000
Within Groups	14535.802	996	14.594		
Total	72186.559	998			

Significant at $p < 0.05$

One-way ANOVA was conducted in Table 8 to find out if accessibility to textbooks, reference materials, and newspapers/magazines influence the utilization of library resources. Because the p-value of 0.00 achieved is less than the 0.05 level of significance, the result revealed a statistically significant influence. This means that secondary school teachers in Giwa Education Zone's use of library resources are influenced by their access to textbooks, reference materials, and newspapers/magazines. Thus, the null hypothesis, which stated that accessibility to textbooks, reference materials, and newspapers/magazines have no significant influence on utilization of library resources by secondary school teachers in Giwa Education Zone of Kaduna State, is therefore rejected. Scheffe's posthoc test was conducted to find where the differences lie, as presented in Table 5.

Textbooks, reference materials, and newspapers/magazines are examples of information resources that teachers require in order to make teaching and learning engaging for both teachers and students. The availability of textbooks, reference materials, and newspapers/magazines has a substantial impact on secondary school teachers' use of information resources in Giwa Education Zone, according to the findings. This study agrees with Onye (2016), who states that the importance of libraries cannot be overstated because no student or teacher, no matter how clever, can ignore the library. Onye (2016) further stated that without the library's information resources, teaching, learning, research, and other purposes for using the library's resources would be hampered. Teaching and learning at secondary schools and other higher education institutions will be nearly impossible without the availability and accessibility to information resources, and access to new knowledge will be difficult, thereby affecting the teaching and learning process.

Table 5: Result of Scheffe's Post-hoc Test for Accessibility to Textbooks, Reference Materials and Newspapers/Magazines on Utilization of Library Resources

		Mean Difference	Std.	
(J) Variable		(I-J)	Error	Sig.
Accessibility Textbooks	to Accessibility to Reference Materials	3.973 [*]	.296	.000
	Accessibility Newspapers/Magazines	to 17.730 [*]	.296	.000
Accessibility Reference Materials	to Accessibility Textbooks	to -3.973 [*]	.296	.000
	Accessibility Newspapers/Magazines	to 13.757 [*]	.296	.000
Accessibility Newspapers/Magazines	to Accessibility Textbooks	to -17.730 [*]	.296	.000
	Accessibility to Reference Materials	-13.757 [*]	.296	.000

p≤0.05

The Scheffe's post hoc test in Table 5 revealed that there is a statistically significant relationship between accessibility to textbooks, reference materials, and newspapers/magazines, as indicated by the p-value of 0.00 is less than 0.05 level of significance.

Conclusion

The following conclusions were drawn from the study's findings: Teachers' use of library resources was strongly influenced by their access to textbooks, reference materials, and

newspapers/magazines, all of which were significantly influenced by their access to library resources. The use of library resources by secondary school teachers in the Giwa Education Zone in Kaduna State, Nigeria, was found to be highly influenced by access to library resources.

Recommendations

According to the findings, worn-out textbooks should be replaced and made available for teachers to use. Because most reference materials are print resources that wear out over time as a result of continuous use, they should be changed within a certain time frame. Most libraries will also need to be digitized because their information resources are primarily print.

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