Factors Influencing the Utilization of Library Resources among Primary School Teachers in Sabon Gari Local Government Area of Kaduna State

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Abstract

This study examined the factors influencing the utilization of library resources among primary school teachers in Sabon Gari Local Government Area of Kaduna State. three research objectives were formulated: the available library resources in primary schools, the factors responsible for the high/low use of libraries by teachers in primary schools, and the influence of quality of library resources to primary schools' teachers in Sabon Gari Local Government to utilize the library. Quantitative research method was used, survey design was adopted, the target population for this study comprised of all 33 primary schools and 1,541 teachers. 155 teachers were used as sample. The findings revealed that: The library resources that are highly available in Sabon Gari Local Government Area are books and pictures. the quality of library resources which influenced teachers of primary schools to use the library are: accuracy and currency of information resources. The study recommends that: Kaduna State Government should intervene more by supplying library resources such journals, proceedings, pamphlets and other audio-visual materials like computers, film strip, projector and laptops in Sabon Gari Local Government Area to make teaching and learning more effective.

Keywords: Factors, Utilization of Library Resources, Primary School, Teachers, Sabon Gari

Introduction

A library is an organized collection of sources of information and similar resources made accessible to a defined community for reference borrowing. It provides physical or digital access to material and may be a physical building or room, or a visual space or both. A library's collection can include books, periodicals, newspapers, manuscripts, films maps, prints, documents audio books and databases. A primary school library is the type of library located within the premises of a primary school to provide library services to pupils/students, teachers and non-teaching staff. Sometimes, it is not a separate building housing library resources but a reading corner in a classroom or the headmaster's office. They often engage one of

the teachers to manage the library and such a person is called teacher librarian. This facility becomes an indispensable source of success to school curriculum and the modern educational process. Teachers as the implementer of school curriculum have an important role to play in utilization of school library resources. There are a number of ways at the teacher's disposal to enforce the use of school library. These include the observance of the library period, referring pupils to solve some of their classroom problems in the library and working assignments using library resources. The teacher who is confronted with daily changes of the generational evolutions, will find the library a useful facility to update his or her knowledge and for professional growth (Ufflngha, 2008).

Kaduna state is one of the education centers in Nigeria, which consist many colleges and universities in Nigeria; primary education is the bedrock of all these institutions. The emergence of primary education in Sabon gari local government dates as far back as the creation of the local government itself It is an area mostly populated by the Hausa/Fulani which has resulted to the growth of primary education to be an uphill task. Various governments and stakeholders have made attempts to improve the standard of primary education in the state (Fayose, 1995). Stakeholders in the educational sector gathered to take critical look at the inhibiting education sector and to proffer lasting solutions so as to build a solid education foundation from primary school through to the tertiary level. The theme for the summit was "Education for All is the Responsibility of All". The state commissioner for Education, Alhaji Mohammed Usman said the education sector in Kaduna state is at a low ebb with poor quality teachers, poor infrastructure and obsolete teaching methods among other factors militating against education development in the state because the primary education has to be strengthened, for stronger secondary education (Fayose, 1995). The Library as an indispensable facility in any Educational system is normally designed to meet the needs of the curriculum of an Educational process as well as the aims of the parent institution. (Elaturoti, 2000)

The importance of education for human development cannot be over stressed. Government policies, particularly the National Policy on Education (2011) over the years have stated that the nation's educational system is based on the integration and modeling of the individual into a sound and effective citizen and the provision of equal opportunities for citizens at primary, secondary, and tertiary levels of the attainment of the above stated objective. The school library is therefore integral to the education process. There is need for effective library services in nursery, primary and secondary schools.

Problem Statement

The school library provides information and ideas that are fundamental to the functioning of today's information and knowledge based society. The fact has been established that a Well-stocked, professionally staffed school library will assist individualized learning and improve students/pupils performance throughout the school curriculum (Shaibi, 1997). The National policy of Education (2011) admits that libraries are part of the most important Educational services and enjoins every state Ministry of Education to provide funds for the establishment of libraries to all its educational institutions, and to train librarians and library assistants to facilitate the use of the library resources. There are usually a number of books and other resources to be used which are recommended for both the pupils and the teachers in the curriculum. They are meant to ease knowledge impartation and acquisition from various subjects taught in the school. It is against this background this research investigates the factors influencing utilization of library resources among teachers in Sabon Gari local government area.

Objectives
1. To find out the available library resources in primary schools in Sabon Gari Local Government area of Kaduna State.
2. To find out the factors responsible for the high/low use of libraries by teachers of primary schools in Sabon Gari Local Government.
3. To examine how the quality of library resources influence their utilization by the teachers of primary schools in Sabon Gari Local Government.

Literature Review

The school library is committed to the development of the basic education sector, which is the foundation of any educational set-up. The need for adequate provision of information materials, staff, infrastructural facilities, accommodation is essential for school library to perform its role effectively. School libraries are established to support the educational curriculum of schools, which could only be achieved through various means such as the provision of relevant library resources, which are relevant with the school curricula, provision of various information services ranging from technical to readers' services (Popoola &Haliso, 2009). However, a school library should have a balanced collection which must include printed and non-printed materials, electronic materials and audio-visuals. The balanced collection should also include materials for leisure purposes such as novels, music, computer games, videocassettes, video laser discs and magazines, among others. These kinds of materials may be selected in cooperation with the students to ensure it reflects their interests and culture without crossing reasonable limits of ethical standards.

A school library collection is a repository of knowledge with specific emphasis on the school curriculum. Thus, a standard school library offers a wide range of materials that can answer the question, of developing the mind of the

students. 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. 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.

Iyoro (2004) identifies natural and artificial barriers to free access to information. The library's poor reputation was attributed to lack of accessibility of information sources. He also examines the impact of serial publications in the promotion of educational excellence among information professionals receiving further training at the University of Ibadan. The study looks at the perception of how serial accessibility has contributed to students' learning process. Serials were found to play significant role in the acquisition of knowledge, because the serial collection was easily and conveniently accessible.

In a similar study by Oyediran-Tidings (2004) at Yaba College of Technology, Lagos, low use of the library by students were observed. This was attributed to expressed accessibility as one of the prerequisites of information use while Kuhlthau (1991) argues that the action of information seeking depends on the needs, perceived accessibility, sources, and information seeking habits. Aguolu and Aguolu (2002) reveal that efforts are being made worldwide to promote access to information in all formats; they lament the attendant 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. Adeleke (2005) asserts that if the library is to contribute to the advancement of knowledge, it must not only provide the resources but also ensure effective use of the resources 'by its clientele, in support of this claim, posited that for the library to perform its role adequately, its resources must be effectively used.

Alisona et'al (2012), explain factors as anything that affecting utilization of information resources positively or negatively; negatively as a result of lack of competence of users, lack of knowledge, negative attitudes, poor practices, and inadequate resources and limited infrastructure. Factors it could be as a result of few resources that limit users' access to the resources; it could be lack of awareness, or even timeframe of the operation; It could also be due to lack of skills to make productive searches. Khurana& Mishra (2012) described the evaluation quality of information resources as a critical issue for successful information supply, use, and management; it is very important that professional identify the key quality attributes that are important for the goals of information. Quality is a matter of perception and is often difficult to measure objectively. Like all other quality measures, it should be judged by the receiver. The quality of information has become vulnerable with growth of information system warehouse and direct access of information from various sources. The stakeholders make decision based on the information received from various information sources without formally judging the value and quality of

information. Determining the attribute of information quality that will significantly affect the performance of the primary schools teachers. Kargar, Ramli, Ibrahim, & Noor (2007) explained some of the quality of information resources as accuracy, concise, completeness, appropriate amount and availability; while Kahn, Strong, & Wang (2002) are of the opinion of quality of information resources as ease of manipulation, free of errors, interpretability, and relevancy. According to Su, Peng, and Jin (2009) opined that the quality of information resources consists of clarity, accessibility, and security; others scholars have difference views about quality of information resources. Scholars like (Zhu & Gauch 2000; Gauch ,2000; Mattsson, 2002; Pipino, Lee, and Wan, 2002; and English 20005) have viewed quality of information resources as believability; currency; reliability and usefulness.

Methodology

Quantitative research method adapted to the study, the main aim of quantitative research is to give valid and objective descriptions of phenomenon (Taylor 2000). A descriptive survey was drawn as the design for the study from the quantitative research method adopted for this study. Leedy and Ormond (2005) state that descriptive quantitative research examines a situation as it is, and it involves either identifying the characteristics of an observed phenomenon or exploring possible correlations among two or more phenomena. It neither changes nor modifies the situation under investigation, nor determines cause effect relationships. However, as survey design used in carrying out this research, it is appropriate and suitable to this study because it will provide the needed information on which to base a sound decision at the end of the study. Population is the entire group of people that is of interest to the researcher or the entire group that meets the criteria the researcher is interested in the study (Burn & Grove, 2005).The target population for this study involves all 33 primary schools and 1,541 teachers in Sabon Gari Local Government Area of Kaduna State. Simple random sampling which is a technique of probability sampling was employed for this study. Simple random sampling gives each element in a study an equal opportunity or chance of being selected. 155 questionnaires were administered personally for selected teachers in Ten Primary School in Sabon Gari Local Government Area in Kaduna State. the sample which is seen as the representative portion of the population is 154 (10%) of teachers in Sabon Gari Local Government Area, this in agreement with Nwana (2002) who stated that "if a population is in many hundreds, one need a sample size of 20%, if a population is in few thousand one needs a sample size of 10% but if a population is in many thousands one needs a population size of 5%.While simple random sampling technique will be used in the study. The study used simple analysis of frequency and percentage in tabular form to present and interpret data for various responses.

Results and Discussion

The results of data collected from respondents, 155 questionnaires were administered, and 154 were completed and returned. The tables below present the responses of the respondents based on the objective set for the study

The Available Library Resources in Primary Schools in Sabon-Gari Local Government Area

Table 1: Availability of Library Resources in Sabon Gari LGA

S/N	Available Library Resources	Frequency	Percentage
1	Books	51	33.12%
2	Journals	17	11.04%
3	Proceedings	3	1.95%
4	Pamphlets	20	12.99%
5	Maps	13	8.44%
6	Pictures	50	32.47%
	Total	**154**	**100%**

Table 1, shows that 51 respondents representing 33.12% opined that the school libraries have books or information resources in most subject disciplines, while 50 of the respondents representing 32.47% indicated that libraries have objective pictures. Pamphlets scored 20 with 12.99% respondents, on the issues of availability of journals, 17 respondents indicated low level of the available journals resources with 11.04%, responses on the availability of maps, 13 representing 8.44% on the total available library resources, while 3 respondents only which represents 1.95%. indicated the availability of proceeding. The implication here is that; the respondents have either answered the questions based on the resources available that they are seeing in large number or based on the preference of what they like to use to deliver message to the students. That was why books are in highest score, followed by pictures while proceedings had the least score this is because of scarceness or lack of awareness of the availability of proceedings. Books and pictures are the most useful resources considered by teachers in primary schools because they are dealing with pupils who are at lower level in terms of conceptualizing the event at class room activities, that is why most of the respondents are in agreement with the information resources are available in the libraries.

Table 2: Factors Responsible for the High Use of Libraries

S/N	Factors	Frequency	Percentage
1	Availability of library resources	59	33.31%
2	Up-to-date information resources	50	32.47%
3	Easy access to library resources	25	16.23%
4	Good library management	17	11.04%
	Total	**154**	**100%**

Table 2, shows that 59 of the respondents representing 33.31% indicated that availability of library resources is a major factor that motivate them to use the library, followed by 50 (32.47%) up-to-date information resources, 25 (16.23%) respondents indicated easy access to library resources, while 17 (11.04%) respondents indicated good library management. The reason why available library resources got highest score on the options is due to fact that there is no usability without availability and more likely updated materials, some people runaway from other services due to the difficulties encountered when interacting with the services, in this case, easy access to library facilities has contributed positively in motivating teachers to use the libraries. In respect to factors responsible for the high use of libraries, availability of library resources, and up-to-date information resources have the highest score base on the opinion of the respondents. Availability and currency of library resource drive teachers to use the library resources to update their knowledge, there is no gain saying that up-to-date information resources are the key factor responsible for the high use of libraries.

Table 3: Factors Responsible for the Low Use of Libraries

S/N	Factors	Frequency	Percentage
1	Non-clear time of the library operation	21	13.64%
2	Absence of routine duties of library staff	25	16.23%
3	Inadequate specialized information resources	33	21.43%
4	Absence of certified librarian	62	40.26%
5	Poor library services	13	8.44%
	Total	**154**	**100%**

Table 3 shows the distribution of respondents, it can be seen clearly that majority of the respondents 62 and 33 representing (40.26% and 21.43%) indicated that absence of certified librarians and inadequate specialized information resources to the school library pose a serious problem which led to the low use of information resources, while 25 and 21 (16.23% and 13.64%) of the respondents affirmed that absence of routine duties of library staff and non-clear time of the library operations also among the factor that contribute low use of school libraries by teachers. Only 13 (8.44%) are in the opinion of poor library services as a factor to be considered for low use of school libraries resources by teachers. Absence of certified librarian to manage the library were seen by the respondents as one of the factor responsible for the low use of libraries in primary schools in Sabon Gari LGA. This finding confirmed the observation of the researcher.

Examining how the Quality of Library Resources Influences their Utilization bythe Teachers of Primary Schools in Sabon Gari Local Government.

Table 4: How Quality of Library Resources Influence their Utilization by the Teachers of Primary Schools

Quality	Frequency	Percentage
Accuracy of information resources	67	43.51%
Clarity of information resources	20	12.99%
Currency of information resources	32	20.78%
Relevancy of information resources	15	9.74%
Interpretability of information resources	21	13.64%
Total	**154**	**100%**

Table 4 shows that majority of the respondents 67 (43.51%) agreed that accuracy of information resources influence the teachers to use the library, followed by 32 (20.78%) of the respondents that indicated currency of information resources. The variable with least score 15 (9.74%) is relevancy of information resources. The implication of this finding is that the primary school teachers have placed priority on accuracy more than other variables like relevancy, currency of information resources. Considering the fact that any information material that is accurate but not relevant to the needs of an individual hardly satisfy the information need of such an individual.

Summary of Findings

Based on the data collected and analyzed for this study, the research found that:

1. The library resources that are highly available in Sabon Gari Local Government Area are books and pictures.
2. The factors responsible for the high or low use of library resources among others: availability of library resources, up-to-date information resources, and easy access to library resources, while on the factors responsible for the low use of libraries is absence of certified librarians
3. The quality of library resources which influenced teachers of primary schools to use the library are: accuracy and currency of information resources,

Conclusion

Based on the data analyzed for this study, it can be concluded that libraries are indispensable mechanism and are backbone of any institution or organization. It is therefore hoped that primary school teachers as library users in Sabon Gari Local Government Area will continue to access and utilize the numerous information resources and services provided in the libraries. Thought, there is need for the state government to provide qualitative and up-to-date resources in order to satisfy the users' information needs and desires to enable discharge their teaching responsibility.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Kaduna State Government should intervene more by supplying library resources such as journals, proceedings, pamphlets and other audio-visual

materials like computers, film strip, projector and laptops in Sabon Gari Local Government Area to make teaching and learning more effective

2. The Kaduna State government in collaboration with Sabon Gari Local Government Area should employ qualified librarians who have the zeal, determination and can provide effective information services to teachers at primary schools

3. Primary school teachers apart from placing emphasis on accuracy of information resources as a factor that influences them to use library, they should also place emphasis on both relevancy and clarity of information resources. These will make them to satisfy their information needs more.

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