

The Perceived Impact of School Library Services on Academic Performance of Secondary School Students in Ilorin Metropolis

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Abstract

This study has examined the perceived impact of library services on the academic performance of private and public secondary school students in Ilorin metropolis. A survey approach was adopted while data was collected through questionnaire from a sample of 200 hundred secondary school students selected from two private and two public secondary schools. The results reveal that the respondents have the perception that school library is having impact on their academic performance. However, the library would have had greater impact if only they were provided with up to date informational resources and materials. Irrespective of the lapses, the respondents still see the school library as a place of knowledge provision and instruction that complement the teachers teaching in class. The challenges faced in the use of the library are: inadequate availability of needed materials on the shelf and non-current nature of the available information especially the unfair treatment they get from the officers manning the use of the library. The study recommends among others that the school libraries in Ilorin should acquire more titles on the various subjects taught in the schools and should also update their information sources; acquire new editions in replacement of the outdated materials in the library.

Keyword: School library, Perceived academic performance, Secondary schools, Ilorin metropolis.

Introduction

Library is a collection of information materials such as books, films, magazines, manuscripts and phonograph records (i.e. device for the mechanical recording and reproduction of sound). Library is a storehouse of knowledge, which developed as a result of the needs to preserve valuable records of events (Chiemeke, 2007). Similarly, a library is a place where various activities such as selection, acquisition, organisation and dissemination of information by professionals and Para professionals are performed. The library of today is a service institution. They acquire materials process them and makes them available for use. Library play prominent role in a school environment. Such roles include contribution to students learning in terms of making provision for reading materials to complement the class notes given by the teachers. Learning takes place not only in the classroom settings but wherever learners have access to

information sources and can use them for problem solving (Barr & Tagg, 2004). A School library is the library that supports school programmes as well as the teaching and learning. School libraries are the libraries attached to pre-primary, primary and secondary schools. They supplement the teaching of the school children, cater for children who read with difficulty and who requires visual aids and all kinds of incentives to study (Uzuegbu & Ibiyemi, 2013). Awolola (2005) also complements this by emphasizing that a school library is any library found in the primary and secondary schools. It is usually a collection of books and other resources/materials organised and placed in a spacious room for the use of both the teachers and students.

The importance of school library cannot be underestimated. This was why the International Federation of Library Association (IFLA) Manifesto (2008) states that the school library provides information and ideas that is fundamental to children functioning successfully in today's information and knowledge-based society. The school library equips students with lifelong learning skills and develops the imagination, enabling them to live as responsible citizens.

The school library contains more of audio visual and graphic materials such as pictures, photographs, realia and diagram, than other types of libraries materials which includes books, magazines, periodicals and newspapers. The need for the establishment of a functional library cannot be over emphasized. National education policy (1984) stipulated that a well-equipped library must be established in all Nigeria, secondary schools, in line with this education policy, Bamidele (2013) posited that School libraries are responsible for the support of school curriculum by providing information that will guarantee the students' academic performance/ success.

A large variety and plentiful supply of resources are required in the school library to encourage independent study so that young people from an early age can appreciate books and reading, learn how to think and evaluate ideas so that their convictions and views are formed as a result of active mental efforts. Through this, they can become creative and develop reflective and scientific thinking. Bamidele (2013) asserted that the current trend of users' information needs are books, magazines, newspapers, pamphlets, pictures, maps, globes, disc and tape recording flash, computer system and internet facilities.

The School Library Association believes that the purpose of a school library is to provide a wide range of books and multimedia resources to support teaching and learning throughout the key stages, and foster a reading and information culture that promotes independent motivated readers and learners for life. It will be appropriately staffed and funded and accessible to the whole school community during and outside the school day. The school library is central to learning and plays a key role as a place for encouraging innovation, curiosity, and problem solving. Library is a catalyst for literacy and reading and for teaching and scaffolding inquiry learning. School libraries make a difference in students' understanding and achievement and provide support for teaching and learning throughout the school. The school library is therefore an important part of the school community and reflects the information needs of the community.

Regrettably not all secondary schools in Nigeria especially in Ilorin metropolis have a functioning school library and this to a great extent is affecting the academic performance of

secondary school students in external national examinations. Considering the importance of library in the school system, it is necessary to determine whether or not library contribute to the pupils' academic performance. In view of the above, this study examined the perceived impact of school library services on academic performance of secondary school students in Ilorin metropolis.

Objectives of the Study

The main objective of this study was to examine the perceived impact of school library services on academic performance of secondary school students in Ilorin metropolis. The specific objectives were to:

1. determine whether or not libraries are available in secondary schools within Ilorin metropolis.
2. determine the impact of school libraries on the perceived academic performance of the secondary school students in Ilorin metropolis.
3. determine the categories of information sources available in the secondary school libraries in Ilorin metropolis.
4. find out how current and relevant the information sources available in the secondary school libraries in Ilorin metropolis are.
5. identify the challenges confronting secondary school libraries in Ilorin metropolis from contributing to students academic performance.

Research Questions

To achieve the objective of the study, the following research questions were answered by the study.

1. Are there libraries available in secondary schools within Ilorin metropolis?
2. What is the impact of school libraries on the perceived academic performance of the secondary school students in Ilorin metropolis?
3. What are the categories of information sources available in the secondary school libraries in Ilorin metropolis?
4. How current and relevant the information materials available in the secondary school libraries in Ilorin metropolis?
5. What challenges are confronting secondary school libraries in Ilorin metropolis from contributing to students' academic performance?

Literature Review

The school library is the heart of a school, which in itself has learning at its core. A good library can empower the learners. The resources in a library can allow students' imaginations to run free, introduce them to new experiences and promote access to knowledge and enjoyment. It is important for pupils to become independent users of information, but for this to occur it is vital that they are given the skills to learn how to find this information, how to select relevant

information, and how to use it in the best way to meet their own particular needs, and take responsibility for their own learning.

School libraries can also help teachers to use a broader range of teaching strategies. Project work, individual study, group research, reading and the teaching of ICT , amongst other things, can all take place within the school library. By providing this flexible place for learning, teachers themselves are encouraged to widen and enrich their own teaching strategies. By supporting and giving access to a broad range of information sources, the school library can motivate pupils and stimulate learning by providing the means to freely pursue subjects which fully engage them.

The School Library Association (2009) believes that the purpose of a school library is to provide a wide range of books and multimedia resources to support teaching and learning throughout the key stages, and foster a reading and information culture that promotes independent motivated readers and learners for life. It will be appropriately staffed and funded and accessible to the whole school community during and outside the school day. The goals of the school library as submitted by UNESCO (united nation educational, scientific and cultural organization (IFLA). The International Federation of Library Association) School Library Manifesto (2000) are as follows:

1. supporting and enhancing educational goals as outlined in the school's mission and curriculum;
2. developing and sustaining in children the habit and enjoyment of reading and learning, and the use of libraries throughout their lives;
3. offering opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment;
4. supporting all students in learning and practicing skills for evaluating and using information, regardless of form, format or medium, including sensitivity to the modes of communication within the community;
5. providing access to local, regional, national and global resources and opportunities that expose learners to diverse ideas, experiences and opinions;
6. organizing activities that encourage cultural and social awareness and sensitivity;
7. working with students, teachers, administrators and parents to achieve the mission of the school;
8. proclaiming the concept that intellectual freedom and access to information are essential to effective and responsible citizenship and participation in a democracy;
9. promoting reading and the resources and services of the school library to the whole school community and beyond.

In terms of functions, the school libraries provide equitable physical and intellectual access to the resources and tools required for learning in a warm, stimulating, and safe environment. School librarians collaborate with others to provide instruction, learning strategies, and practice in using the essential learning skills needed in the 21st century. (American Association of School Librarians, 2007) Reutzell and Parker also stated five basic functions a school library should execute, which includes the following:

1. supports reading and writing instruction—in school and out of school.
2. provides a place for teachers to teach and children to learn about books and book selection. Here children can experience a variety of book genres and other reading materials in a smaller and more controlled environment than in the school
3. is the central storage location for classroom instructional resources. That is, the additional space for organizing science equipment, CD and tape players, VHS and DVD tapes, computers wired to the Internet, games, magazines, and other materials that support learning.
4. provides opportunities for independent reading and curricular extensions
5. serving as a place for students to talk about and Interact with books the school library shouldn't be a place where children cannot get to it should be a place where they can talk about their reactions to books, write a critical review and share it with peers, or draw a poster to advertise a favorite book. A few other ideas follow: It can be a place where students plan a dramatization of a book with a small group of peers.

The school library fulfills these functions by developing policies and services, selecting and acquiring resources, providing physical and intellectual access to appropriate sources of information, providing instructional facilities, and employing trained staff.

Goodin (2010) also submits that the school library provides a wealth of curriculum based resources as well as opportunities for students to learn at a personal level as opportunities of inquiry, outside the assigned curriculum. Similarly, International Association of School Librarians (IASL) policy statement on school libraries (2003) notes that another function of the school library is to provides a wide range of resources, both print and non-print, including electronic media, and access to data which promotes an awareness of the child's own cultural heritage, and provides the basis for an understanding of the diversity of other cultures. Bamidele (2013) also posited that a school library should develop and sustain in children the habit and enjoyment of reading and learning and the use of libraries throughout their lives. Traditionally, a school library expected to provide the necessary materials or sources that strengthen and supplement the school curriculum needs, to provide materials which broadens students' interest in contributing to lifetime reading habits and to meet their immediate needs.

The role of school libraries in promoting reading is especially crucial in countries like Nigeria, where most children first meet books and reading in school and have limited access to them in home and community. Nigeria school libraries also have contributed to make to the publishing industry and development of a national children's literature. There are many ways school libraries can promote reading. Helping children acquire basic literacy and encourage the voluntary reading that help them gain fluency, with all its attendant benefits, have long been basic objectives of school library programs. They are even more important in a country like Nigeria with all the challenges to the development of voluntary and fluent readers: social-cultural factors such as illiteracy and poverty, the language problem and the condition of publishing and the book trade. The school library also promotes reading by firstly, providing access to books, a sine qua non to reading development. Secondly, through a good knowledge of reading interest and available books, they can serve as matchmakers- finding the right book for the right child.

This knowledge will also enable them to advise publishers on what young people want and need. Thirdly, School librarians can introduce experiences that will motivate reading by building up an association between reading clubs and literacy events. They can introduce such experiences directly, or indirectly, by guiding and liaising with teachers. Finally, they can work with others to find ways of generating literacy materials based on local culture, in this way linking oral culture and print culture and providing a richer reading environment. In these ways school libraries can help overcome the problems associated with reading in Nigeria and create new generations of readers for the years ahead (Elaturoti, 1986).

Some empirical related literature on use of libraries abound. For instance, Kinnell (1994) conducted a research on impact of school libraries on student achievement. The purpose of his study was to examine the ways in which good school libraries meet the needs of students and teachers in a small group of secondary schools in England. The study took place over four terms and involved a case study investigation of six schools and action research by the librarians themselves in another six schools. The study used interviews, observation, and school documentation as instrument for data collection. A total of 150 teachers and more than 800 students constituted the sample used for the study. The result showed that the school library played a significant role in developing cross-curricular skills, such as communication, numeracy, study, problem-solving, personal and social, and use of information technology; that it helped to bridge the gap between primary and secondary schools; and that it helped in the development of information technology skills.

Fowowe (2000) found differences in the frequency of library use by students and teachers and discovered that only 94.8% of students use the library facilities but the question is what they used the library for? Is it for reading purpose, studying, research or class assignments? Ajayi (2003) further elaborate that students who do not appreciate the value of the library are at a disadvantage, and may visit the library to read only for examinations.

Williams et al. (2002) carried out a research on the impact of school library services on achievement and learning in primary and secondary schools. The purpose of the research was to examine the link between educational attainment and school library use at primary level and secondary school levels. The result of the study revealed that library provision contribute to academic achievement, particularly in reading literacy, in secondary level students; the contribution to learning is dependent upon quantity and quality of collections and access to further resources and support from out with the school environment. Lonsdale (2003) carried out a research on the impact of school libraries on student achievement. The purpose of the research was to examine the nature and extent of the evidence that has linked school libraries to student achievement since 1990. The study used observation and questionnaires as the instrument for data collection. The result revealed that a strong library program that is adequately staffed, resourced and funded lead to higher student achievement regardless of the socioeconomic or educational levels of the children or students in the school and community.

Adeyemi (2009) examined the use of school library and students' learning outcomes in secondary schools in Ekiti State, Nigeria. Using a descriptive survey, the study population comprised 170 secondary schools in the State. Out of this population, a sample of 120 schools

was drawn through the process of stratified random sampling technique. Out of the 3640 teachers in the sampled schools, 560 teachers made up of 120 principals and 440 teachers were selected for the study. The process of selection was by stratified random sampling technique. The instrument used to collect data for the study was an inventory which requested for information among other things on the level of development of school libraries in the State and students' learning outcomes in the schools. The data collected were analyzed with the use of percentages Person Product Moment correlation analysis and the t-test. The findings revealed that the level of development of school libraries in the State was low while the condition of libraries was poor. Based on the findings, it was recommended that the State government should intensify more efforts at reviving school libraries in the State.

Arua et.al (2011) investigated the use of library resources by staff and students of secondary schools in Umuahia North Local, Government Area of Abia State. The purpose was to examine the extent to which the library resources have impacted the student and teachers positively. This research work is restricted to only seven secondary schools in Umuahia North Local Government Area of Abia State. The choice was by means of random selection. Only students from JSS 2 and SS 2 were involved. This is because at this stage, the students are fairly matured to respond and interpret questions with minimum difficulty and also this group of students constituted the majority of those who use the school library resources hence can provide useful information for the study. Questionnaire was used as the instrument for collecting data from the respondents. The findings show that adequate provision of fund is necessary for the provision of current information resources and also for the employment of qualified and trained teacher-librarian. Additionally, user education should be taken seriously in secondary schools in order to boost the interest of both staff and students on the use of library resources.

Egesimba (2011) carried out a research on the Adequate Materials as Pre-Requisite for Functional School Library. The purpose of the study was to examine the Concept of School Library its aims and functions, it also identified materials in a functional school library to include print and non-print materials such as, fictions, text books, reference books, periodicals and non print materials. The investigation of the study includes how inadequate staffing, lack of information materials, infrastructures and insufficient awareness can hinder the effectiveness of school library. The study justified the need for a functional library which will enable the child develop the habit of reading and love for books at a tender age. The study suggested that an appeal should be made to parents, philanthropists and philanthropic organization for funds which will help stock school libraries and that there should be a co- operation between school library and public library.

Michael et al. (2014) conducted a research on study habits, use of libraries and students' academic performance in selected secondary schools in Ondo West Local Government Area of Ondo State. Survey technique was adopted for the study, and the instrument for data collection was questionnaire. Major findings of the study revealed among others that irregular use of school libraries by the students was one of the factors for poor scores in test and examinations. Students academic performance was poor in Mathematics and English Language. The study concluded that study habits of the students were bad and academic performance of the students was poor. Based on the findings, the study recommended among others that library study hours

should be included on the school time table to allow students to have a specific time to use the school library on a regular basis. School libraries should open beyond school hours to enable the students the opportunity to study after school hours and that student should find suitable and comfortable places to study outside the class each day. Amount of time used by the students for study must be increased both at school library and at home in order to devote quality time to study.

The empirical literature review shows that libraries are the heart of learning teaching and research. For a school library to meet up with the stipulated standard for which it is meant to be , there is the emergent need for the library to provide library services, the needed information materials such as textbooks , fictions , maps ,magazines just to mention a few, as the library users will continue to consult the library for their various information needs. School library thus, remain the great essential of learning, knowledge acquisition, transformation and ultimate discovery. The literature reveals that the service provision rendered by the library in terms of its resources usually go a long way in impacting academic performance of secondary school students. Moreover, literature also revealed that the school library develops and sustain the habit and enjoyment of reading and learning in children, thus, contributing to students' ability to think critically and work independently or in a group.

Methodology

The research design adopted for this study was survey design. Survey design is considered most appropriate because it allows for the use of questionnaire, interview and observation as a data collection. This is considered appropriate in assessing thoughts, views, opinions and feelings when a researcher wants to collect phenomena that cannot be directly observed. The targeted population of this study was secondary school students in Ilorin metropolis. The entire population of secondary schools in Ilorin is too large for this study. Therefore, purposive sampling technique was adopted for the selection of four secondary schools which consisted of two private secondary schools and two public secondary schools in Ilorin metropolis The private secondary schools are: (a.) Chapel secondary school, Oke Odotanke , Ilorin kwara state.(b) David Akintola college sabooke Ilorin, Kwara state. The Public secondary schools are: (a.) Queen Elizabeth College Ilorin, Kwara state, and (b.) Government secondary school, Fate road Ilorin, Kwara state. The purpose of sampling selected is to select a sample that can accurately represent the entire population. The instrument for the collection of data in this study was a self-designed questionnaire. The questionnaire as popularly known, it helps to gather factual in – depth information required. . The questionnaire was divided into sections A-G based on the objective of the study. Section A requires the respondent's bio- data information. Section B required knowledge about the availability of school library, Section C featured items on perceived impact of the library and academic performance. Section D featured categories of information sources, Section E covered items on currency and relevancy of information sources and Section F featured items on challenges on the usage of the library and problems confronting school libraries in contributing to academic performance.

To achieve the validity of the questionnaire used for data collection in the study, the instrument was given experts in Library and Information Science, University of Ilorin who checked the

appropriateness of language to enable it measure what it is expected to measure before administration. The suggestions by the experts led to the modification of the instrument before it was finally administered. To achieve the reliability of the instrument used in this study, a test – re- test method of two weeks interval was adopted. This involves administering questionnaire to the respondents outside the envisaged population on two different occasions within two weeks. The correlation co-efficient through Pearson Product Moment Correlation yielded an $r = 0.81$ which is high enough for the use of this study.

The questionnaire was administered to respondents in the selected secondary schools. The instruction was read to the respondents after seeking for their informed consent. They were assured of confidentiality as far as their response to the questionnaire is concerned. The filling of the questionnaire was completed in ten minutes. The responses were collected immediately. This procedure followed in all the selected schools. A total number of 220 copies of questionnaires were administered out of which 200 copies were returned completely filled. The exercise took place during the 2015/15 academic session.

Results

A total number of 220 copies of the questionnaire was distributed to secondary school students but only 200 (90.9%) were returned in usable form. Analysis showed that 200 students responded fully to the questionnaire.

Table 1: Demographic information of the students

Demographics	Frequency	Percentage %
Gender		
Male	118	59
Female	82	41
Total	200	100
Age		
9-11 years	0	
12-14years	104	52
15-16years	38	19
17-18years	58	29
Total	200	100
Class		
Jss3	62	31
Sss 1	46	23
Sss2	32	16
Sss3	60	30
Total	200	100
Subject Combination		
Science	36	25.7
Arts	54	38.6
Commercial	50	35.7
Total	140	100

The table above reveals that 118 (59%) respondents were male while 82 (41%) were female. This simply means that majority of the respondents were male. One the age distribution of the respondents, the table indicates that 104(52%) falls within the range of 12-14years. This is followed by respondents between the ages of 15-16years with 38 (19%). Next to it are the respondents ages 17-18years with 58(29%). The table also reveals that 62 (31%) of the respondents were from JSS3 class, 46(23%) from SSS1 class, 32(16%) were from SSS2 and 60 (30%) were from SSS3 class. In the same vein, the results also reveal that the highest number of the respondents were from arts class with 54(38.6%) of the respondents. This is followed by the commercial class with 50 (35.7%) of the respondents while the respondents from the science class were 36(25.7%).

Research Question 1: Are there libraries available in secondary schools within Ilorin metropolis?

Table 2: Availability of Library in Secondary Schools

	YES	NO
Are you aware of the existence of your school library?	200 100%	0 %
My school library is of standard	164 (82%)	36 (18%)
My school library is well equipped	56 (28%)	144 (72%)

Table 2 reveals that the entire 200 respondents are aware of the existence of school library in their school. This implies that the respondents have a good knowledge about the existence of library in their school. To buttress the information, 164(82 %) of the respondents agreed that the school library is of standard while 48% were not. Respondents numbering 56 (28%) of the indicated that their library is well equipped while 144 (72%) indicated that their library is not well equipped. The results here imply that there is availability of libraries in the secondary schools within Ilorin metropolis except that they are not well equipped with informational resources.

Research Question 2: What is the perceived effect of school library on the academic performance of the students?

Table 3: Perceived effect of school library on the academic performance of the students

S/N	ITEMS	SA	A	NS	DA	SD
1.	The library improve my reading habit	100 (50%)	62 (14%)	14 (7%)	18 (9%)	6 (3%)
2.	Use of my school library is improving my performance	54 (27%)	80 (40%)	30 (15%)	32 (16%)	4 (2%)
3.	With the use of my school library, my learning is improving by the day.	84 (42%)	58 (29)	24 (12%)	24 (12%)	10 (5%)
4.	The school library has influenced my attitude and behavior towards learning.	52 (26%)	78 (39%)	30 (15%)	24 (12%)	16 (8%)
5.	The library in my school is a place for knowledge provision, teaching and learning.	108 (54%)	60 (30%)	10 (5%)	10 (5%)	12 (6%)

Note: strongly Agree + Agree = Agree and Disagree +strongly Disagree = Disagree

Table 3 confirms that out of 200 respondents, 64% agree that reading in the library has changed their academic performance, 7% were not sure whether reading in the library that has improved their academic performance, 12% of the respondents disagreed that reading in the library has no impact on their academic performance. Also, 134 (67%) of the respondent agreed that they excel more than those who do not make use of the library while 30(15%) of the respondents were not sure whether they excel more than those who don't make use of the library or not. On the other hand, 36(18 %) of the respondents indicated that they do not excel more than those who don't make use of the library. The table also shows that 142(71%) of the respondents agree that the school library helps them to study ahead of class, 24(15%) of the respondents were not sure whether or not the school library helps them to study ahead of class. In addition, 34(17%) of the respondents indicated that the school library does not helps them to study ahead of class. More also, the result reveals that 130(65%) of the respondents agree that the school library has influenced their attitude and behavior towards life, while 30(15%) of the respondents are not sure whether or not that the school library has influenced their attitude and behavior towards life. On the other hand, 40(20%) of the respondents opined that the school library has not influenced their attitude and behavior towards life. Furthermore, 168 (84%) of the respondents agrees that they see the library as a place of knowledge provision, teaching and learning, while 10(5%) of the respondents were not sure whether or not the library is a place of knowledge provision, teaching and learning, on the other hand, 22(11%) of the respondents opined they do not see the library as a place of knowledge provision, teaching and learning.

In summary, the result here reveals that reading in the library has strongly enhanced the respondents' perceived academic performance. Secondly, majority of the respondents agreed that they excel more than those who do not make use of the library in class. The third perceived effect is that reading in the library has helped them study ahead the class. Fourthly, majority of the respondents agree that school library has influenced their attitude and behaviors towards academic life. Lastly, respondents see the school library as a place where knowledge is provided, teaching and learning.

Research Question 3: What are the categories of information resources available in the school library?

Table 4: Categories of information resources available in the school library

S/N	ITEMS	Available	Not available
1.	Periodicals	120(60%)	80(40%)
2.	Books	192(96%)	8(4%)
3.	Reference materials	154(77%)	46(23%)
4.	Audio visual materials	54(27%)	146 (73%)
5.	Internet Facilities and Access	72(36%)	128(64%)

The table 4 shows that out of 200 respondents 120(60%) of the respondents opined that periodicals are available in the library, while 80(40%) of the respondents indicated that periodicals were not available in the library. In the same vein, 192(96%) of the respondents indicate that books were readily available while only 8(4%) indicate that books are not available for use in the library. Furthermore, 154(77%) of the respondents indicate that there are reference books available in the library while 46(23%) of the respondents indicate that reference books are not available in the library. Moreso, 54(27%) of the respondents indicate that audio visuals are in available in the library, while 146(73%) indicates that audio visuals are not available in the library. In the same vein, 72(36%) of the respondents agree that the Internet is available while 128(64%) of the respondents disagree that there is Internet access in the school library.

In summary, the results reveal that periodicals, books, reference material are all available in large quantity as they were indicated with a greater percentage of the respondents. However, a considerable percentage indicates that audio visual and Internet services are not at all available in their school library. It should be noted that the type of periodicals indicated available are the newspapers and magazines and not journals because journals and other periodicals are relevant to the respondents at their level.

Research Question 4: How current and relevant are the information resources in the secondary school library in Ilorin metropolis?

Table 5: Currency and relevancy of information sources available in the library

S/N	Items	Current	Not Current	Relevant
1.	Periodicals	68 (34%)	132(66%)	N/A
2.	Books	44 (22%)	156 (78%)	100%
3.	Reference Materials	68 (34%)	132 (66%)	100%
4	Audio Visual	62 (31%)	138(69%)	100%
5.	Internet	94(47%)	106(53%)	100%
7.	Others	108(54%)	92(46%)	100%

The table 5 shows that out of 200 respondents 68 (34%) indicated that periodicals are in their current state while 132(66%) of the respondents indicated that periodicals are not in their current state. On the other hand, the result also shows that 44(22%) of the respondents indicated that books are in their current state while 156(78%) of the respondents indicated that books are not in their current state. In the same vein, 68(34%) of the respondents indicated that reference materials are in their current state while 132(66%) of the respondents indicated that reference materials are not in their current state. Furthermore, the result reveals that 62(31%) of the respondents indicated that audio visual are in their current state while 138(69%) of the respondents indicated that audio visuals are not in their current state. In addition, the results reveal that 94(47%) of the respondents indicated that Internet facilities are available in the library while 106(53%) of the respondents indicated that internet facilities is not available in the library. In summary, larger percentage of the respondents indicated that periodicals, books, reference materials are available but are not in their current state. Furthermore, majority of the respondent indicated that audio visuals and internet are not available for use.

4Research Question 5: What are the challenges encountered by the pupils in the use of the school library?

Table 6: Challenges Encountered in the Usage of the Library

S/N	CHALLENGES	YES	NO
1.	I don't usually get the materials I need in the library.	138 (69%)	62 (31%)
2.	Library staff are not always willing to help you with your assignment or research in the library	112 (56%)	88 (44%)
3.	I am not allowed to pick the number of materials needed all at a time	96 (48%)	104 (52%)
4	Books on the library shelves are not always arranged properly.	140 (70%)	60 (30%)
5.	No browsing opportunity in the library	140 (70%)	60(30%)
6.	The shelf labels are not clear enough	96 (48%)	104 (52%)
7.	Most of the materials are not current	116(58%)	84 (42%)

The table 6 shows that out of 200 respondents, 138(69%) of the respondents indicated that they don't usually get the materials they need in the library while 62(31%) of the respondents indicated that they do get the materials they need in the library. In the same vein, 112(56%) of the respondents indicated the library staffs are not always willing to help with assignments or research in the library while 88(44%) of the respondents indicated the library staffs are always willing to help you with your assignment or research in the library. More so, 98(48%) of the respondents indicated they are not allowed to pick the numbers of materials needed at a time while 104(52%) of the respondents indicated they are allowed to pick the numbers of materials needed at a time. The results also indicate that 140(70%) of the respondents indicated that there is no browsing opportunity in the library, while 60(30%) of the respondents indicated that there is browsing opportunity in the library. Furthermore, the results reveal that 96(48%) of the respondents indicated that the shelf labels are not clear enough while 104(52%) of the respondents indicated that the shelf labels are clear enough. The table also reveals that 116(58%) of the respondents indicated that the materials on the shelf are not current while 84(42%) of the respondents indicated that the materials on the shelf are current.

In summary, the prominent challenges indicated by the respondents as regards their school library include out datedness of library materials, library staff unwieldiness to help with assignments or research in the library and inadequate of internet browsing opportunity. Other challenges are unclear shelf labels and improper arrangement of books on the library shelves. This implies that unwilling attitude of the library staff is the major challenge the students face with the use of their school library.

Discussion of findings

The result on the respondents bio data reveals that the male respondents are more than the female respondents. The implication is that the male students make more use of the library than the female students. The JSS3 and SSS3 are using the library more than every other classes. The result on determining whether the participating schools, have a standard and purposeful school

library building shows that all respondents are aware of the existences of their school library. This is followed by the respondents who agree that their school library is of standard and well equipped. The result generally reveals that the respondents have a good knowledge about the existence of library in their school. This is because considerable respondents indicated that their library is of standard and well equipped. These results generally confirm the findings by Oyesiku and Akinbode (2004) who reported that libraries are established for the effective use by people. As some people recognize the potential value of libraries and make maximum use of it, so also some people do not use the library or encourage it use.

The results on the effect of school library on perceived academic performance of the pupils reveals the respondents strongly agree that reading in the school library has enhanced their academic performance. The result corresponds with Todd and Kuhlthau (2004) who conducted a survey of 13,123 students indicates that 99.44% of them felt their school library and school librarian had helped them in regards to academic achievement and supporting their educational progress. Specifically, 85% of the students reported that the school library had helped them do their work better; 89% reported it helped them get better grades on projects and assignment and over 75% reported that it helped them to get better grades on tests and quizzes as well as to think critically and to be more confident in doing school work. Importantly, the data indicates that the school library is not only beneficial while students are in school, but also when they are out of school, by helping them discover interest and providing them with strategies at home. Further, students discovered that school libraries helped students find information, and stay organized and provide support to deal with personal concerns or issues.

On the categories of information resources available in the library, the results reveal that the three categories of information resources available in the library are periodicals, books and reference materials. The result correspond with the findings of the School Library Association (2009) who asserted that the school library provides a wide range of books and multimedia resources to support teaching and learning throughout the key stages, and foster a reading and information culture that promotes independent motivated readers and learners for life. On the currency and relevance of the information resources available in the library, the result of the analysis indicates that the material in the school libraries are in their current state. The result collaborate with the findings of Kachel, (2011) who reported that a strong school library is staffed by the library team of a state certified or licensed librarian supported by clerical assistance; has up-to-date books, materials, and supports the development of digital literacy skills. The library staff supports the use of books and other information sources, ranging from the fictional to the documentary, from print to electronic.

The challenges encountered in the use of the library are not getting needed materials on the shelves and outdated nature of materials on the shelves. The result corroborates the findings of Nimsomboon and Nagata (2003) who reported that the problem often encounter by users in using the library services is insufficiency and non-updated materials.

Conclusion

This study has examined the perceived impact of library services on the academic performance of private and public secondary school students in Ilorin metropolis. So far, the result also reveals that the library would have had great impact on the academic performance of the secondary school students, if only they were provided with up to date informational resources and materials. Irrespective of the lapses, the respondents still see the school library as a place of knowledge provision and instruction that compliment the teachers teaching in class. The challenges faced in the use of the library are: inadequate availability of needed materials on the shelf and non-current nature of the available information especially the unfair treatment they get from the officers manning the use of the library.

Recommendations

According to these findings, the researcher found out that most of the information sources available in the school libraries are insufficient. For example, secondary school has only two types of mathematics textbook for students in secondary school 1. The researcher is therefore of the opinion that the school library should acquire more titles on the various subjects taught in the schools. The secondary school libraries should also update their information sources; acquire new editions in replacement of the outdated materials in the library.

Furthermore, according to my findings, all officers in the various library are only teacher librarians, none of them is a professional librarian as they are all NCE holders, the Researcher therefore recommends that the school libraries should recruited trained professional librarians who will work or service effectively as the teacher librarians and who will be willing to render maximum services that will increase users' patronage. More also, the researcher recommends that shelve reading should be carried out regularly by the teacher librarians in other to tide up the library for ease of access to available information sources.

As it was discovered during this research at the Government Day Secondary School and Queen Elizabeth College, the library materials are only arranged in a room with a staff with no provision for reading chairs and tables for the library clientele. The researcher recommends that the standard of the school library should also be improved in terms of physical structure, ventilation and furniture. The researcher also found out that none of the school library understudy has internet access. Therefore, in other to bridge the global information gap, internet accessibility should be provided in the school library.

Lastly, as student will learn more by what they see rather than what they hear, but it is so unfortunate that none of these understudied school libraries has information and communication technology materials such as television, computers, internet access, photocopying machines, DVD, CDS and others. it is therefore recommended that these facilities be provided into the library.

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