

Impact of School Library on Students' Academic Achievement in Iwo Local Government Area of Osun State, Nigeria.

Atanda Luqman Ayanlola
Federal University Otuoke
Library Department,
Bayelsa State, Nigeria.
atandaal@fuotuoke.edu.ng

Abstract

This study investigated the impact of school library on students' academic achievement in Iwo Local Government Area of Osun State. Despite the importance of school library, its operation in terms of compliance to academic achievement of students' cannot be over-emphasized. Hence the assessment of the student characteristics are determined so as to know the composition of the students to the school library patronage. Data were gathered using the school record of examinations taken by SSS 3 students particularly English Language. The record of examination are taken by the random selected secondary schools students' of the area till the time of the study. Variables such as sex were investigated. Data analysis was descriptive and analytical using t-test contingence. The findings revealed that provision and utilization of school libraries have no significance effect on senior secondary school students' academic achievement. The data generated during the study analyzed using t-test at 0.05 level of significance. On the strength of this findings, the null hypothesis being tested was rejected. Therefore, the study recommended that for all students, both male and female should patronize library because it will assist them in their academic programs.

Keywords: Impact of School Library, Academic Achievement, Nigeria

Introduction

School libraries are set-up in the primary and secondary school to cater for teaching and learning interest of their popular students. They are derived from the impact of the school library; some of those libraries are to provide background information materials which would supplement the impact of school library which is to organized and preserved for use of all teaching materials relevance to the school curriculum. The people in the primary and secondary school where school library is organized and operated can borrow or consult books and other information materials of the library when needs arise.

School library enables students to acquire with books and other information materials so as to bounding the idea and stimulated their devices for knowledge of the school library. It is also exist to prepare the student to work independently and to aid students in making reasonable

use of their leisure time. School library is indicating the reading habit in student desirable habit is best indicated at early stage child development to inculcation life for both students.

Moreover, school library provides for both students and teachers the materials beyond textbooks for further information for teaching activities and updating of their knowledge and for continuing education of professional roles. Through the school library, students with special gifts and talents could easily be discovered and properly improved upon. It also provides the vocational information which enables students chooses suitable careers and increase chance of success for further education. The school library also gives support to the curricular of the educational programs as a result of the academic achievement in other subject.

In Iwo Local Government Area of Osun State, there were several post primary schools, such as St. Mary's Grammar School, L.A. Commercial Grammar School, Iwo Grammar School, Anwar-ul-Islam Grammar School, and United Methodist High School, among others.

Moreover, it is of interest to the researcher to investigate the impact of school library on students' academic achievement in Iwo Local Government Area of Osun State. Thus, the main roles of the school library cannot be over-emphasized.

1. Provision of vocational information which enables students choose suitable career. Encouraging learning by specially gifted and talented students.
2. Assisting in the development of the reading skills and interest in reading.
3. Provision of essential up-to-date educational materials that keep students and teachers abreast of developments in the field of knowledge.
4. Provision of materials for guidance purposes.

The role of government in the provision of school libraries is clear through hardly met. In fact, no post-primary school in Nigeria educational setting should be registered without having library with which to assist the students. As stipulated in Nigeria policy Local Government Educational Authority (LGEA) are to ensure that school libraries are established.

Statement of the Problems

School library development in Nigeria has been facing a lot of problems even before the current economic problem.

The important of school libraries as a repository of information, a storehouse of knowledge and a potential vehicle of educational advancement, has not been fully acknowledged. Thus, lack of understanding and appreciation of the importance of school libraries in the social and educational development of students have adversely affected its development in Nigeria.

Also, the problem of finance and management is overwhelming. In addition, teachers and the general public lack a good reading culture. Consequently, the impact of school library and its operations on various literacy programs would be investigated in the current study.

Objectives of the Study

The main purpose of this study was to determine how provision and utilization of library services in public secondary schools impact on students' academic achievement. Among the specific objectives are:

- 1.) To educate pupils on how to make use of the library;
- 2.) Facilitate students' utilization of library services;
- 3.) To advise school Library Officer or Teacher-Librarians on how to embark on profitable venture of reaching the people or students with the right types of reading materials through extension services.
- 4.) To reveal what has been done by the school library in collection with extension services which promotes literacy in the post-primary school.

Research Question

Answer was provided for the question below during the study.

How do availability and utilization of school library impact on senior secondary school students' academic achievement?

Research Hypotheses

The only null hypothesis tested during the study was:

Ho: Provision and utilization of school libraries have no significant effect on senior secondary school students' academic achievement.

Significance of the Study

School libraries are not limited to the provision of books to their users alone. They also provide students with advisory services, educate students, teaching, aid teachers and other services which are intended to attract the students to it. In fact a well stocked public library, is a powerful instrument for self-education and student enlightenment. This is an acknowledgement of the long standing role that school library play in personal enrichment and education which makes it a unique and a necessary ease to survey.

Literature

A peep into history has revealed that the National Policy on Education (1977, 1983) highlighted the provision of libraries in schools as an integral compliment of quality education and stated that each school is to be provided libraries with trained staff to run them. This aspect of the policy has been poorly implemented, hence the persistent poor quality of school library service in Nigerian schools (Elaturoti, 2000). In an attempt to show the importance of school library to quality education, Obi (1994) listed seven contributions a good school library can make to quality education. The point centred on the promotion of reading skills, contribution to academic achievement increasing students' chance of success in institutions of higher education and providing students with vocational information. Others include helping them to discover and develop special gifts and talents, training students to study independently and vic provision of up-to-date resources to meet the greatest challenge of education. Das and Mahapatra (1994) have identified some reasons for such reasons: the absence of library knowledge among teachers regarding good school library programme, lack of time for teachers to read due to multifarious in their personal live and noon-exposure of teachers to good library services, lack of reading culture/habit. The authors further noted that the main objective of school library “ should be to train pupils in using the library, in finding out facts for themselves through books”. Also “ inferior schools need excellent libraries too

to overcome the omissions of the curriculum to compensate for the poor instructional programme.

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 (Shuaibu, 1997). Wali (1978) rightly pointed out that the school library serves as the “web” of the school, the axis on which the intellectual life of the school revolves, however, he was quick to say that “ yet in practice the school libraries are not the real centers of attention in our schools”. Children and their teachers need library resources and the expertise of a librarian to succeed. School libraries help teachers to teach children (Keith, 2004). A school library is an academic library that supports school programs as well as the teaching and learning process. School libraries serve students by providing materials to meet their various needs and encouraging reading and the use of libraries (Clark, 1999). Martin (2000) notes that “ research shows that the reading scores for students in schools that focus on improving their library programs are, on average of eight to twenty one percent, higher than similar schools with no such development”. Adomi (2006) stresses the importance of adequate collections.

School libraries have always been a theme of discussion and debate at conferences, seminars, and symposia, with diverse views on divergent subject matters of intellectual. However, this research works deal with the validity knowledge, which had already been established are related to the impact of school library on students’ academic achievement in Iwo Local Government Area of Osun State with particular reference to the St. Mary’s Grammar School, Iwo Grammar School, L.A. Commercial Grammar School, Anwar-ul-Islam Grammar School and Methodist High School, all in Iwo Local Government Area of Osun State. Joshua (1989) said that Literacy is the bedrock of every development. From these, it can be deduced that illiteracy is an acute disease in rural areas in the Country. Awolola (1999) defined school library as a collection of information materials ranging from books, journals, magazines, newspapers, medical materials and other useful information materials including audio-visual gadgets. According to him, library is organized and established to meet three basic demands, which are, knowledge, information and recreation. Aguola (1975) also said that the school library in established as an integral part of both primary and secondary schools, with the objectives of providing the instructional material to enrich the curriculum to supplement textbooks and classroom instruction and to give students unlimited opportunities for learning.

Ariole (1998) defined school library as organized collection of books and other learning materials placed in a separate place within the school for the use of the both teachers and students under the directive of the help of the school Librarian or Teacher Librarian. It is also seen an abundant and varied collection of books, periodicals, newspapers and filmstrips, all properly organized centrally within the school according to a recognized system. Also school library can be termed “heart” of the school, and observed that “a dynamic, well run school Library pumps life into every aspect of the school teaching life”. In the revised edition of the National Policy on Education (2004) the Nigerian Government specified the need to establish libraries in schools to enhance the growth of school libraries education. Temeyor (1996) noted from the survey conducted in Namibia revealed that schools had no libraries or book collection. Aguolu (1973) also noted that with regards to school library services in most developing Countries, it has been observed that in Nigeria, the issue of school libraries, as a National Policy on Education, published in 1981. Udor (1986) the policy states that the government will make junior Librarians available for children. The situation is also true in Zambia where a lack of recognition of the place of school Libraries in academic programme has been observed.

Meaning and Nature of the School Library

The school library is one that provides information and ideals that are necessary to the success of our conducts in the present society. This is for the fact that today’s societies are characterized by their heavy dependence on information and knowledge. The school library has a mission to provide learning services, books and resources that enables all members of the school community to become critical thinkers and effective users of information in all formats and media, with links to the wider library and information network, according to the principles in UNESCO public library manifesto.

The term school library is often associated with the kinds of libraries found in both primary and secondary school setting alone. The school library is mainly regarded as a resource centre, hence, its various descriptions as the “learning resources centre”, media resource centre, and Instructional Material centre among others. Regardless of whatever adjective used to qualify it, the school library can be defined as: *that part of the school where a collection of books, periodical magazines and newspapers, films and film – strips, video – tapes, rewarding of all types, slides, computers, study kits, regalia and other information bearing*

resources are housed for use by teachers and pupils for learning, recreational activities, personal interests and inter-personal relationships of children in a school.

In other words, the school library can be regarded as that part of a school, saddled with the responsibility of gathering information as well as transferring it into knowledge. As a learning resources centre, it can be regarded as that facility administered as a unit in individual schools where teaching resources are made available to students and teachers of the school. Indeed, the school library, like all other kinds of libraries, came into being when there arose a need for its resources and services.

There is a direct relationship between that need and the resources and services of the library; such that when that need was limited and meagre, the resources and services of the library were also limited and meagre. Thus it is hoped that as the need grew, the library also attempted to grow, even though “it has not yet succeeded in being universally recognized by educators’, school board members, parents and political leaders as an integral and indispensable part of the formal teaching – learning process.

Be that as it may, the school library remains an essential element in the school programme especially that its basic purpose is always identical with that of the school itself. Consequently, as an essential part of the school programme, the school library service is basically a responsibility of the education authorities. The distinctive purpose of the school library within the total complex of the schoolwork centres on helping pupils to develop abilities and habits of purposefully using books and libraries in attaining their goals of living. Thus, the school library programme is to carry out the purpose of sharing in the whole school programme. It is also expected to encourage the effective use of books and libraries by providing individual service to individual pupils through reading guidance ample reading materials and library experience. School library services must be provided equally to all member of the school community regardless of age, race, gender, religion, nationality, language, professional or social status. Specific services and materials must be provided for those who are unable to use mainstream library service and materials. Access to services and collections should be based on the United Nation Universal Declaration of Human Right and Freedoms, and should not be subject to any form of ideological, political or religious censorship, or to commercial pressures.

The Importance of the School Library Services in Secondary Education

For the personal intellectual, social and, in fact, all round development of the child, the school library is quite essential. Hence, the following importance of the school library:-

1. It serves as the students' first exposure to the world of information.
2. It helps to mould the student's information gathering behaviour for the future.
3. It plays a crucial role in getting the child prepared, through required exposure from reading for an adult role in the society.
4. It helps the child to build up innate faculties in him, which will enable him put knowledge into good use.
5. It helps to develop good reading skills in child.
6. It encourages long term learning habits through listening, reading and viewing a wide variety of learning resources.
7. Once acquired, these learning habits form the key to continuous success in school and to personal enrichment of leisure time throughout life.
8. It helps to support and enrich the formal curriculum of the school.
9. It acts as a broadening influence by providing pupils with the means of studying theories and ideas put forward by other than their teachers or textbooks.

Education has been accepted all over the world as the most important factor for achieving rapid economic, social, political, technological and cultural development. In her endeavours to bring about rapid development in all aspects of human activities, Nigeria Government has placed education in a very high scale and has making a lot of fund available for its development and services. This type of education aims at making a complete man of individual by educating the head, the hand and the heart. If one examines the aims of education as indicated above, it is tied to what Professor Babatunde Fafunwa opined that the above is "problem solving" type of education. It is the school library which provides suitable materials and problem activities.

Consequently, the importance of school libraries in secondary school education cannot be over-emphasized because secondary school students are expected not only to seek information but to give consideration to it and to apply their needs found knowledge to the work in hand, also one of the most recent method of stimulating secondary school students to learn is "Independent Study". This process which requires the student to explore a subject in depth has created increase demand for library materials. The school library if adequately planned functions as the medium for organising these materials and at the same time assuring their maximum use in all phases of the school programmes.

Thus, Yusuf B.A. (2000) opined that “a good school library must have abundant and varied collection of books, periodicals, newspapers, filmstrips, etc. all properly organised centrally within the school according to a recognised system”.

Functions of the School Library

Some of the crucial functions that school library play in the process of education, as viewed by Librarians particularly in any sound educational programme, are:

- a. Provision of essential up-to-date materials that keep students, teachers in particular abreast with the development in the field of knowledge.
- b. Assisting in the desired development of reading skills and encourage habit of reading interest. Any success in school is ideal base on reading provided, if this is encouraged with the provision of interesting, challenging and relevant materials.
- c. Supporting curricula of the educational programme as a result of the academic achievement in other subject.
- d. Provision of vocational information materials which enable students choose suitable careers and increase chance of success for further education.
- e. If the materials are well organised, library serves guidance purpose.
- f. Students with the special gifts and talents could easily be discovered.
- g. Teachers and students, through abundant relevant materials for different level of education and library, can level long life habit of reading. Reading is not perceived as for pleasure, relaxation and acquisition of knowledge for self-development.
- h. Functions like acquisition, custody preservation, cultural preservation of all essential materials and making them available for use in the library.

Goals of the School Library

The school library is integral to the educational process. The following are essential to the development of literacy, information literacy, teaching, learning and culture and are core school library services.

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. Organising activities that encourage cultural and social awareness and sensitivity.
7. Working with students, teachers' administrators and parents to achieves 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 community and beyond.

Methodology

In order to get enough and appropriate information for the research of this study, the survey design was adopted. This study was confined to selected secondary schools in Iwo Local Government Area of Osun State. A total of five secondary schools were randomly selected.

They are:

1. St. Mary's Grammar School, Iwo.
2. Iwo Grammar School, Iwo.
3. L.A. Commercial Grammar School, Iwo.
4. Anwar-ul-Islam Grammar School, Iwo.
5. United Methodist High School, Iwo.

From the selected secondary schools, one hundred and twenty (120) students were selected. Twenty four (24) students were selected from each school. The table below shows distribution of students according to schools randomly selected.

Table 1: Distribution of Students according to School

| School | Male | Female | Total |
|-------------------------------|-------------|---------------|--------------|
| St. Mary's Grammar School Iwo | - | 24 | 24 |
| Iwo Grammar School Iwo | 11 | 13 | 24 |

| | | | |
|------------------------------------|----|----|-----|
| L.A. Commercial Grammar School Iwo | 16 | 8 | 24 |
| Anwar-ul-Islam Grammar School Iwo | 14 | 10 | 24 |
| United Methodist High School Iwo | 9 | 15 | 24 |
| Total | 50 | 70 | 120 |

The main research instrument in this study is the school record of examinations taken by the selected students till the time of the study. Special attention was paid to students' achievement scores in English Language, a subject considered to have a lot to do with functional school libraries. Instruments used to obtain the scores extracted from school records were assured to be well constructed within the limit of the respective subject teachers' competence and professional training. The instruments were also assured to be valid for the purpose for which they were constructed.

Within the limitation of this study, the instrument resulting in the extracted achievement scores were assumed to be reliable, having been successfully administered, guided, reported and interpreted by their authors. The researcher personally visited the selected schools and grouped them into two namely those with functional libraries and those with either without any library at all or with non-functional libraries. Students' achievement scores in English Language were then extracted in the same line, following the permission obtained by the researcher from the respective Heads of instruments. Data generated during the study were analysed using t-test at 0.05 level of significant.

Data Analysis and Presentation

This chapter deals with the results of the finding of the study. The purpose of the study was to investigate the Impact of School Library on Students' Academic Achievement in Iwo Local Government Area of Osun State.

Grouping of Schools and Sample

The selected schools were grouped into two broad groups of those with functional and those without functional libraries resulting in the table below:

Table 2: Grouping of Selected Schools

| Group | Schools | M | F | Total |
|---------------------------------|-------------------------------------|----|----|-------|
| With Functional Libraries (WFL) | St. Mary's Grammar School, Iwo | - | 24 | 24 |
| | Iwo Grammar School, Iwo | 11 | 13 | 24 |
| No Function Libraries (NFL) | L.A. Commercial Grammar School, Iwo | 16 | 08 | 24 |
| | Anwar-ul-Islam Grammar School, Iwo | 14 | 10 | 24 |
| | United Methodist High School, Iwo | 09 | 15 | 24 |
| Total | | 39 | 33 | 72 |

Students' Mean Achievement Scores

One to its close association with the utilization of functional libraries, students' achievement scores in English Language were used as evidence of students' achievement. The scores extracted were subjected to descriptive statistics resulting in the table below:

Table 3: Students' Achievement Scores in English Language

| Group | N | Mean | SD |
|------------------------------|-----|------|------|
| With Functional Libraries | 48 | 61.8 | 10.2 |
| Without Functional Libraries | 72 | 57.3 | 8.9 |
| Total | 120 | 58.6 | 11.3 |

Source: Field Study, 2012

A cursory look at Table 3 above reveals a higher mean achievement scores for sample from schools with functional libraries. This implied that the students were aware of the importance of school library and fully utilized the facilities and opportunities of their disposal for improved learning outcomes. On the other hand, those from school where libraries are either non-functional or completely absent still used their potentiality to obtain a mean achievement scores that was above the theoretical average (of 50%).

Hypotheses Testing

The null hypothesis verified in this study was:

Ho: Provision and utilization of school libraries have no significance effect on senior secondary school students' academic achievement. This was tested by subjecting the cover in Table 3 to t-test at degree of freedom of 118 and 0.05 level of significance. The table below was obtained.

Table 4: Library Versus Students' academic achievement

| Group | N | Mean | SD | df | Calculated t | Table t | Remark |
|----------------------------|----|------|------|-----|--------------|---------|--------------|
| With Functional Library | 48 | 61.8 | 10.2 | 118 | 16.38 | 1.96 | Significance |
| Without Functional Library | 72 | 57.3 | 8.9 | | | | |

From Table 4.2 above, at $df= 118$ and $P 20.05$, the calculated value of t (16.38) was higher than the critical value (1.96) implying a significant difference between the prior of mean achievement scores in favour of students whose schools were adjudged to have functional library. It can then be inferred that provision and utilization of functional libraries in schools have positive impact on students' learning outcomes. On the strength of this findings the null hypothesis being tested was rejected.

Summary of Findings

This research work focused on impact of School Library on Students' Academic Achievement in Iwo Local Government Area of Osun State. The work aimed at establishing the specific way by which school library has been able to further complement the school objectives in the area of teaching and learning. The need for the study was underscored by the fact that the school library more than its laboratories, remains the principal workroom for the fullest realization of the goals and objectives of the school. It was found that school library positively impact on senior secondary school students' academic achievement generally and in English Language in particular.

Conclusion

From the findings above, one can conclude that provision, access to and utilization of school libraries is a positive catalyst in senior secondary school students' quest for sound academic activities and enhanced learning outcomes. However, the library could have a greater impact and role on the academic achievement of secondary school students more than it presently does, as room exists for improvement. In that regard, sufficient funds especially for non-books collections should be provided on a permanent basis. Not just that, the library

authorities should put in place an arrangement, which help to preserve, especially textbooks and other important and essential information materials in the library so that library patrons main gain unhindered access to materials whenever the need arise.

Educational Implication of the Findings.

The school should know that availability of library information materials like books, audio-visual materials, and other library materials can promote and improve students' academic achievement. Access to the available library materials will no doubt encourage teaching and learning, provide good atmosphere for learning process and elevate the students in their academic achievement. In any school where the usage of school library is effectively put in place with good and relevant library materials that suit the students in specific area of study or discipline, such students will be properly achieved efficiently in their academics.

Teachers and stakeholders should encourage their students to imbibe good reading culture. Deliberate efforts should also be made by Government to develop good reading habits in school children. Students are encouraged to use their leisure time in the library due to free access to library materials.

Recommendation

Sequel to the findings the following recommendations are made .Government should provide adequate library materials for all Secondary Schools to be used in teaching and learning. Also Government at all levels should provide sufficient funds for schools to enable them purchase library materials in print and electronics. Good arrangement should be made by the Ministry of Education, at all level of Government, to enforce the use of library materials which are available in school libraries in all secondary school subjects. Government should also provide sufficient and relevant information materials for school libraries to promote teaching and learning for both teachers and students. On the part of parent, they should ensure that they provide essential information materials like electronic books, textbooks and other relevant information materials for their children because Government cannot do everything. Students should also give their maximum co-operation to Teacher-Librarians and other library supporting staffs when library materials are used. After all, the hallmarks of school library services remain the ever-prevailing condition of uninterrupted accessibility to information in the library resources.

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