

*Full Length Research*

## **Availability and Use of School Libraries in Tangaza Local Government Area of Sokoto State-Nigeria**

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**Impact of Library use on academic performance of secondary school students can never be over emphasized. The study investigates the availability and use of school library facilities and resources among the secondary schools students in Tangaza local government areas of Sokoto state. Five secondary schools in Tangaza local government were selected based on their performance in the external examinations; the data collected from the research instrument were analysed using SPSS statistical software version 22. The analysis was presented in percentage and frequency tables. Findings revealed that school library services in the selected area were not effectively delivered due to lack of dedicated library building, inadequate library furniture, inadequate computer systems and other facilities required for running a standard school library. In places where spaces were provided for library, the materials in the libraries were either scanty or poorly organized due to lack of professional librarians in the selected schools. The research concluded by recommending to the stake-holders to employ qualified librarians to run the school libraries, to equip the school libraries with ICT facilities so as to explore the opportunities of the modern technology for teaching and learning, to advocate and collaborate with individual philanthropists or organizations to donate fund or resources to the libraries and lastly the school managements should not relent their efforts in lobbying with the government to ensure that adequate funding is released for the development of the school libraries.**

**Keywords:** Schools, Library, Sokoto, Information Resources, Tangaza, Librarians, Library Science, Government, School Library Resources, Lobbying and Advocacy, etc.

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### **INTRODUCTION**

Sokoto State came into being in October 1996 when Zamfara State was created, it has a land area of 28,232.37sq kilometres, and is located between longitudes 11° 30" to 13° 50" East and latitude 4° to 6° North. It is bordered in the North by Niger Republic, Zamfara State to the East and Kebbi State to the South

and West (ME, 2010). The state experiences two major seasons annually, dry and wet seasons.

Sokoto State is located in Northwest Nigeria; census 2006 reported that the state has a population of 3,696,999 with two major groups in the state: Hausa and Fulani. The state is divided into 23 local government

areas: Binji, Bodinga, Dange-shunii, Gada, Goronyo, Gudu, Gawadabawa, Illela, Isa, Kware, Kebbe, Rabah, Sabon Birni, Shagari, Silame, Sokoto North, Sokoto South, Tambuwal, Tangaza, Tureta, Wamako, Wurno, and Yabo. Tangaza local government is one of the largest local government in Sokoto state, it's headquarter is in the town of Gidan Madi. Tangaza shares a border with the Republic of Niger to the north; it has an area of 2,477 km<sup>2</sup> and a population of 113,853 (ME, 2010).

Tangaza local government has 6 public secondary schools with no single private school. The availability and utilization of school library resources and facilities by secondary school students is very vital to the realization of the Sokoto state vision 20:20:20 as stated by the state government (2010), to improve learning performance of pre-school children, provide basic education to avoid cases of dropout and to provide qualitative and functional education in the state. For the state to actualize its vision there is need for effective and efficient school library service delivery.

## STATEMENT OF THE PROBLEM

Library is the nerve centre of any academic institution and without library the realization of the aims and objectives of the parent institution will be at stake, as it may result to poor academic performance and increase in number of drop out students.

Previous researchers attributed poor reading habit among primary school pupils and secondary school students to non-existence of quality school libraries.

According to McAlbert et. al (2015), there is lack of commitment on the part of most school administrators or management staff of school libraries in Nigeria. He also reported that many authors described the state of some school libraries as worrisome particularly (Okoye, 2000). These are the bane from which other problems facing the provision of school libraries emanate.

Studies have been conducted on school library development in different parts of Nigeria but none of those studies had investigated status of elementary school libraries in Sokoto state particularly Tangaza Local Government Area of the state. It is on this bedrock that the researcher deemed it fit to investigate the status of secondary schools in Tangaza local government.

## OBJECTIVES OF THE STUDY

The following objectives were formulated to guide this study:

- (i) To find out the availability of library facilities in the selected schools
- (ii) To unveil the types of library and information

- (iii) resources that are available in the selected schools
- (iv) To investigate the need for availability of professional school librarians in Tangaza local government
- (v) To determine the level of awareness about school library resources among the school students in Tangaza local government
- (vi) To determine the level of usage of library resources by the school students in Tangaza local government

## RESEARCH QUESTIONS

The following questions were designed to guide the study:

- What are the available Library facilities in Tangaza local government schools?
- What are the available resources in the selected secondary school libraries?
- Are there needs for professional school librarians in the selected schools?
- What is the level of awareness of the availability of library resources by the students?
- How regular are the students using the school library resources?

## HYPOTHESIS:

**H<sub>0</sub>:** Availability of school library has no significant relationship with its usage by students.

## SIGNIFICANCE OF THE STUDY

This study is very important to stake-holders in the provision of basic education at all levels, as the research findings will unveil the present situation of the elementary schools in Sokoto state particularly in Tangaza local government area. This will enable the researcher to determine whether Sokoto state government has been able to actualize parts of its vision in terms of provision of quality education in the state.

## REVIEW OF RELATED LITERATURE

### SCHOOL LIBRARY

School library not to be confused with library school can be defined as organised collection of teaching and learning materials specially provided for students, teachers and other staff of elementary or post basic

schools. The facilities, materials, equipment and staff of the school library as well as its operations are usually organised to support teaching and learning goals of the school.

A school library is library that supports school curriculums as well as the teaching and learning process. According to Clark (1999), school library serve students by providing materials to meet their various needs and encourages reading and use of libraries. Martin (2000) noted that "research shows that the reading scores for students in schools that focus on improving the library programs are, on average of eight to twenty one percent, higher than similar schools with no such development. As part of government's effort to recognize the important roles that the libraries play in national development, the National Policy on Education (1982), recommended that every state education ministry should establish libraries in their respective states and train librarians in all educational institutions. Boelens (2012), opined School library is established in primary, post-primary or in teacher training institutions in Nigeria to support teaching and learning activities.

Kumar (1982), noted that the performance of students can be considerably improved if they use the library regularly. International Association of School Librarianship (ISLA, 2012) observe that people who run school libraries were often teachers, parents, volunteers and sometimes the children themselves, who have received various levels of (or virtually none) training in library and information science. School library development vary from place to place there-by making a broad-based standard measure on international, regional and national levels a daunting exercise.

Fayose (1995), viewed school libraries as that part of the school where collection of books, periodicals, magazines and newspapers, video tapes, study kits and other information materials are kept for use by the school community. The concept of administration of school libraries involves the co-ordination of human and material resources for the purpose of achieving the aims and objectives of the institution. Administration could be seen as a process involving human beings jointly working towards achieving common goals.

Gordon (2012), described library as powerful agents of learning, central to engaging students in the transformation of information into deep knowledge and understanding, and providing them with life skills.

To achieve quality educational standard for transformation the students need to make full utilization of school libraries. Students go to the school libraries to study, to complete their homework and tasks, to find information, and also for leisure. The school libraries provide information and ideas that are fundamental to function successfully in today's information and knowledge-based society, which equip students with information literacy skills and help them develop life-long

learning habits, enabling them to be knowledgeable and responsible citizens (Fadzliaton and Kamarulzaman, 2010).

According to Abdulrahim (1990), school libraries are centres that constitute the collection of both printed and non-printed materials including reference books, documents, newspapers, models, charts, diagrams, maps, slide films, projectors, tape recorders, multimedia kits, and others.

Okiy (2006), stated that there is no clear cut policy on funding school libraries and so they are generally few and ill equipped, lacking proper accommodation, qualified staff, relevant information resources such as books and other educational materials.

Udensi (2000), put the blame of poor development of school libraries in Nigeria on the government. Lack of adequate library rooms, which are usually converted classrooms with insufficient space, shelving, furniture, equipment, or security, lack of finance to undertake regular library maintenance, thus facilities tend to deteriorate rapidly. Where library resources exist, it is usually old and often irrelevant to current curricula and teacher/student interests. More often than not there is virtually no appropriate stock available at all and there are rarely budgets for regular stock upgrading or replenishment.

## AVAILABILITY OF FACILITIES

The first key factor in the use of school library among students is the availability of the school library facilities. The term '*available*' means present or ready for immediate use (Merriam, 2012). Availability means the handiness, availableness, or the quality of being at hand when needed (Princeton University, 2012). The International School Library Association states that school libraries are libraries found in pre-primary, primary, secondary schools and colleges geared toward ensuring the academic growth of these schools (ISLA, 2012). They help in providing books and other instructional materials required by students and teachers. These libraries are usually located within the school environment for easy access. Bello et al.(2013), discovered that libraries were almost none existence in the primary schools surveyed as only five out of forty nine had any semblance of a library while the secondary schools had a form of library or another. Despite having a library however, it was discovered that most of the so called libraries were not up to par in terms of location, collection and staffing.

## ACCESSIBILITY

Access to library services and benefits for the developing

**Table 1:** Distribution of Questionnaire among the Selected Schools in Tangaza Local Government Area

S/No	Name of School	No. of Respondents	Percentage (%)
1	Government Secondary School (GSS), Tangaza Town	40	28.6
2	Government Girls Day Secondary School (GGDSS), Tangaza Town	20	14.3
3	Government Secondary School (GSS), Gidan Madi	40	28.3
4	Government Girls Day Secondary School (GGDSS), Gidan Madi	20	14.3
5	Junior Secondary School (JSS), Massalachi	20	14.3
<b>Total</b>		<b>140</b>	<b>100</b>

**Source:** Field Trip

countries is very important but also a big challenge from a different perspective as poverty, lack of digital literacy, infrastructure, and stable political situation are becoming the main barriers (Poudel, 2010). The term 'access' means the ability and means to communicate with (i.e. input to or receive output from), or otherwise make use of any information, resource, or component in an automated information system, and individual does not have access if the proper authority or a physical, technical, or procedural measure prevents him/her from obtaining knowledge or having an opportunity to alter information materials, resources, or components (INFOSEC, 1992).

In this work the term "access" is referring to how students gain access to facilities and resources in their school libraries. In order to gain access to the library resources, the resources must be first made available. The availability of resources in the school libraries will influence the level of frequency of accessing it. Thus it can be said that these two has a close relationship with each other.

### USE OF LIBRARY RESOURCES

The term "use" means has to do with something using a machine, tool, skill, method, etcetera in order to do a job or to achieve a result (Macmillan, 2010). In this framework, the use of information resources in Tangaza school libraries will be among the focal points of discussion.

The term "utilization" refers to the use of library resources to achieve specific goals of the students as users, or the reasons for using the library facilities and resources. School children are supposed to use their school libraries for reading and as well as doing the home work.

### METHODOLOGY

A survey research method was adopted for this study due to its prominent in the field of Librarianship and its

appropriateness for the phenomenon under study. The survey method is that type of study in which a large scattered population is studied by asking questions on a representative sample.

Furthermore, the survey method involves sampling which saves the researcher's time, money, efforts and other related resources that could be involved in studying the population. Questionnaire was the instrument used for collecting data from 140 respondents across five selected secondary schools in Tangaza local government area.

The study population consists of five selected public secondary schools in Tangaza local government area of Sokoto state. The data collected from the research instrument were analyzed using Social Science Statistical Software (SPSS) version 22. Table 1 shows the distribution of the questionnaire amongst school students in Tangaza, Gidan Madi and Massalachi towns in Tangaza local government.

Government Secondary School (GSS), Tangaza town and Government Secondary School (GSS), Gidan Madi received the largest number of the questionnaire (40:28.6%) each due to their population while Government Girls Day Secondary School (GGDSS), Tangaza town, Government Girls Day Secondary School (GGDSS), Gidan Madi, and Junior Secondary School (JSS), Massalachi received 20:14.3% each as a result of being newly pulled out of GSS Tangaza and Gidan Madi.

### DEMOGRAPHIC ANALYSIS

Table 2, presents the demographic data of the respondents.

In table 2 above, male respondents overwhelmed that of female respondents (63.6%) while respondents within the age range of 11-20 constitutes the highest number of respondents. This clearly indicates that majority of the respondents fell within the teenage and needs proper orientation about the use of library for both their

**Table 2:** Frequency Table

S/No	Variable	Division	Frequency	Percentage
1	<b>Gender</b>	Male	89	63.6
		Female	51	36.4
		<b>Total</b>	<b>140</b>	<b>100</b>
2	<b>Age</b>	11-15	57	40.7
		16-20	73	52.1
		21 and above	10	7.1
		<b>Total</b>	<b>140</b>	<b>100</b>
3	<b>Class Level</b>	Junior class	41	29.3
		Senior class	99	70.7
		<b>Total</b>	<b>140</b>	<b>100</b>

**Table 3:** Availability of School Library: Do you have a library?

Response	Frequency	Total	Valid Percent	Mean	Standard deviation	Remark
Yes	134	<b>140</b>	95.7	1.0429	0.2033	Satisfactory
NO	6		4.3			

**Table 4:** Availability of Information Resources in Tangaza Local Government Schools

Resources/ Facilities	Responses				Total
	YES	NO	Mean	Standard deviation	
Textbooks	134	6	95.7	4.3	140
Newspapers	25	115	17.9	82.1	140
Atlas	116	24	82.9	17.1	140
Computers	116	24	82.9	17.1	140
Others (Quest. Papers)	56	84	40	60	140

**Table 5:** Availability of Professional Librarian in the Selected Secondary Schools

Response	Frequency	Percent
Yes	21	15.0
No	119	85.0
<b>Total</b>	<b>140</b>	<b>100.0</b>

academic and personal development.

Table 3 shows that 95.7% of the respondents agreed with the availability of library within their school premises. Table 4 shows the availability of textbooks, computer systems and reference materials such as atlas in the selected school libraries.

From table 5, 85% of the respondents responded negatively to the availability of professional librarians.

In table 6, 78.9% of the respondents indicated the availability of furniture in their Libraries.

Table 7 indicates that 78.6% of the respondents use the library resources on regular basis.

**Table 6:** Availability of Library Facilities in the Selected Secondary Schools  
Are there reading tables and chairs in your school library?

Response	Frequency	Percent
Yes	110	78.6
No	30	21.4
<b>Total</b>	<b>140</b>	<b>100.0</b>

**Table 7:** Use of Library and Information Resources: Do you use library materials regularly?

Response	Frequency	Percent
Yes	110	78.6
No	30	21.4
<b>Total</b>	<b>140</b>	<b>100.0</b>

**Table 8:** Library Orientation:  
Does your school give library orientation to students?

Response	Frequency	Percent
Yes	24	17.1
No	116	82.9
<b>Total</b>	<b>140</b>	<b>100.0</b>

**Table 9:** Access to Information Resources: Can students borrow materials from your school library?

Response	Frequency	Percent
Yes	56	40.0
No	84	60.0
<b>Total</b>	<b>140</b>	<b>100.0</b>

**Table 10:** Reasons for using the Library

Response	Frequency	Percent
Homework	38	27.1
Exams	19	13.6
Others (Leisure)	20	14.3
No Response	63	45.0
<b>Total</b>	<b>140</b>	<b>100.0</b>

In table 8, 82.9% of the respondents indicated that their school has no literacy programme organized for students, which led to low level of awareness amongst the school students

Table 9 indicates that 60% of the total respondents indicated that they were not allowed to borrow materials out of school. This is to say that the library resources were under closed access.

Table 10 shows that 45% of the respondents could not state a cogent reason for using the library, while only 27.1% percent indicated that they use library for home work while 13.6

Table 11, revealed that 71.4% of the respondents responded positively to the employment of qualified librarians in their respective schools.

## • HYPOTHESIS

$H_0$ : Availability of school library has no significant relationship with its usage by students.

Variables	N	d.f	$\chi^2$ -value	P-value	Remark
Availability of school library	140	1	7.662	0.006	Significant
Usage of school library	140				

**Table 11:** Needs for Professional Librarian

Response	Frequency	Percent
Yes	100	71.4
No	40	28.6
<b>Total</b>	<b>140</b>	<b>100.0</b>

## DECISION RULE

Since the probability value of the chi-square test is  $< 0.05$  then, the null hypothesis is rejected at 5% level of significance.

Thus, the study concludes that there is significant relationship between the availability of school library and its use at 5% level of significance.

## FINDINGS, CONCLUSION AND RECOMMENDATIONS

This study found out the following:

- (i) The available Library facilities such as building, furniture, ICT equipment and resources in the selected schools were not adequate to cater for the needs of students.
- (ii) Textbooks, newspapers, atlas, computers and others like question papers were the types of library and information resources that were found in the selected schools.
- (iii) Teacher-librarians were referred to as professional school librarians in many of the selected schools, except one NYSC corps member that was deployed to one of the schools.
- (iv) Level of awareness on the benefit school libraries among the school children in Tangaza local government schools necessitated needs for employment of Professional Librarians in the selected schools
- (v) Use of library resources by the school children in Tangaza local government was impressive; this was attributed to lack of money to purchase relevant textbooks by most parents.
- (vi) There is significant relationship between the

availability of school library and its usage by the school community.

## CONCLUSION

It was obvious that school libraries in Tangaza local government did not meet the minimum school library standard as recommended by the IFLA (2002) due to lack of required facilities such as dedicated library building, lack of professional Librarians, insufficient library resources and so on. In view of the above findings, Sokoto state government and other stake holders need to double its efforts if really wants to actualize this parts of its vision 20:20 in terms of provision of quality education in the state. Thus, the following recommendations were made in order to have school libraries that will be able to compete with the international school libraries.

## RECOMMENDATIONS

Based on the findings of this study, the following are hereby recommended:

- Stake-holders – government, principals and the parents should improve their efforts in terms of releasing, donating or generating funds for library development so has to be able to refurbish the available facilities and also to deploy ICT facilities to the library for teaching and learning activities.
- School management should constantly update their collection in order to increase the size and the currency. School management can explore the benefits of open access resources to develop the library collection provided the school has

access to the internet through an ISP or mobile telecommunication providers.

- School management should employ qualified librarians to manage the school libraries so as to provide enabling environment for proper organization of resources and effective service delivery.
- School management should use the appropriate channels to promote the use of library to students so as to ensure maximum utilization of the available resources. Strategies to be used for advertising school library include advocacy, lobbying and appointment of executive members of teachers - parents association in the library management committee, introduction of library hour, and story hours and so on are some of the ways in which library materials can be promoted. Others such as advertisement (Media), publicity (flyers, newsletter, posters, flex, training, digital advocacy and mobile application and social media networks) are some of the ways that librarians can promote the resources.
- School library cannot operate in isolation, therefore school Librarians need to collaborate with other schools or better still public libraries to establish inter-library cooperation.

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