Full Length Research Paper

The availability and utilization of school library resources in some selected Secondary Schools (High School) in Rivers State

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This study investigates the availability and utilization of school library resources by Secondary School (High School) Students. Eight Selected Secondary Schools in Rivers State, Nigeria were chosen based on their performance in external examinations and geographic locations. In carrying out the research, questionnaires were administered to both teachers and students of the schools. Findings revealed that school library services were either lacking or not in place in most Secondary Schools. Consequently, it was discovered that none of the secondary school met the prescribed standard for established school libraries at the secondary levels. Also in cases where spaces were provided for library, the materials in the libraries were not only scanty but poorly organized for effective library and information service delivery. It is suggested that library and school authorities should make adequate provision for school library services in Secondary Schools for improvement in the standard. Equally important is the fact that the recommended National Educational Policy on the need for secondary school libraries be made mandatory for all Secondary Schools. This has become necessary as a result of the importance of school library especially development of e-library in the life of the modern child and its immense role towards realizing the educational and millennium goals.

Key words: Availability and utilization, school library resources, secondary schools (high school).

INTRODUCTION

School libraries in the educational institutions such as pre-primary, primary and secondary schools are important to the life-wire and foundational up-bringing of children. This is because they primarily stock materials that are of interest and developmental growth for young, teenagers and youths of the era Rasaq (2000) and Edeghere (2001). However such collections of materials, to an extent make provisions for teachers, whereas the services are mainly aimed at pupils and students in the schools. School libraries are known as learning laboratory for the school. They provide the total learning package required by the students and their teachers.

Background

Okpa-Iroha (1985), said that a school library is a collection of a wide variety of library materials and resources housed in each school, centrally organized by staff, professionally prepared to offer services to students and teachers that will enrich and support the educational enterprises. This means that, a school library assists and supports the educational program of the schools by storing instructional materials for use in teaching and learning, Ifidon (1996). In Nigeria the National library came into effect in the mid-1960s, with the enactment of

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the National Library Act of 1964. The National library decree of 1970 provided that the National library should be depository of any publication emanating from the country, Federal Republic of Nigeria (1983). Precisely the decree made it mandatory for every commercial publisher to deposit three perfect copies of every title published in the country to the National library, while the Federal government and all its agencies are expected to deposit twenty-five copies and each of the state government to deposit ten copies of their publications to the national library. Within the immediate past decade, Vicki (2004) and Whitefish (2004) have shown with clarity the importance of developing library services in the high school environment. This was achieved by their in-depth collections of data for the 21st century libraries in high schools. Also Robin (2005), confirmed that any high school without an efficient and effective library is comparable to a car without engine.

Motivation

In view of the above, issues that have to do with educational standards cannot be properly addressed in isolation of the school library. In Nigeria, especially, as it is in some other parts of the world, the controversial opinion that the standard of education has fallen has generated hot arguments in many quarters. Various factors have been put forward by scholars and researchers as possible factors responsible for this development. However in the midst of these counter arguments; the National Policy on Education (1981); the present author recognized the library as one of the most important educational institutions for development, Fayose (1998). Based on the relevance of the library as pointed out by the national policy on education, it is difficult to believe that secondary schools are established without functional libraries. This means that to have a non-functional library is as good as not having a library. The concern alerted and initiated the study. These burning issues have been being addressed in this work with a view to contributing to the improvement of educational standards through proper placement of library services.

Statement of the problem

The availability and utilization of school library resources by secondary school students in Port Harcourt is a matter of serious concern to every stakeholder in Port Harcourt secondary school system. The unfortunate truth is that, in spite of the number of studies conducted on school libraries, there is no empirical study to show the availability and the extent of utilization of school library facilities by secondary school students in Port Harcourt. It is against this background that this study is aimed at

correcting the lapses in previous studies. Though, this study seeks to examine the availability and utilization of school library resources by secondary school students in some selected secondary schools in Port Harcourt.

Objectives of the study

(i) The main objective of this study is to find out the available library resources and how they are being utilized by students and teachers in secondary schools.
(ii) To identify the library facilities available in the school library.
(iii) To find out the type of library services that secondary school libraries offer to users.
(iv) To identify the problems militating against school library services and utilization of the library resources.
(v) To identify the quality and quantity of library resources available in these schools studied.
(vi) To find out the qualification of the staff of school libraries in secondary schools studied.
(vii) To suggest ways of improving the library services, ways of making the materials available and the ways of utilization of library resources in secondary schools.

Scope of the study

The study examines the availability and utilization of school library facilities in some selected secondary schools in Port-Harcourt city. It examined the library collections, from book to non-book materials, the location, space and staff. The study also examined the extent the students utilized/used the resources and the relationship between adequate funding and the development of school library. The study was limited to eight secondary schools in Port Harcourt city.

Significance of the study

This study which aimed at investigating the availability and utilization of school library resources in some selected secondary schools in Port Harcourt is significant for the following reasons. Schools and practicing teacher-librarians would need this study to execute their library operation and enhance performance. Librarians-in-training and library educators would find this study a worthy companion as it would provide and enrich literature for effective teaching and learning in schools. Secondary Schools Principals, Directors and Proprietors of Secondary Schools would benefit from the study, as it would unmask the role of the school library in secondary school system of education, especially as it relates to enhancing education. The findings of the study would therefore serve as a valuable working document in the hands of Educational Administrators in finding a long lasting solution to

the problem of falling standard of education in the country. This study would also be of immense benefit to educational policy makers and implementers as it would serve as a guide in formulating and implementing relevant educational policies relating to school library services. Students and general readers would find the study useful as it explains the professional practice of school library thereby helping in creating more aware-ness of the use and usefulness of school library and its maximum usage as information resources custodian.

LITERATURE REVIEW

Fayose (1995) defined school libraries as that part of the school where collection of books, periodicals, magazines and newspapers, films and film strips, video tapes, recording of all types, slides, computer study kits and other information bearing resources are housed for use by teachers and pupils for learning, recreational activities, personal interest and interpersonal relationship of children in a school.

In the same perspective Ibrahim (1999) see school library as a learning laboratory whose equipment inclu-des; Books, magazines, newspapers, filmstrips, tapes, slides, recordings, transparencies, art painting and other types of teaching and learning materials. According to Okiy (1998) the term school library encompasses a collection of anything which can be needed for educational purpose. Fadero (1998) indicated that; "*The school library is a medium of education and it plays a similar role in our curriculum as the science or language laboratories".*

Based on the aforementioned, Ekechukwu (1999) view school library as an integral part of the institution's programme and not just shelves of books in a school or a periodical mobile library services but school library resources which are centrally housed in a school and organized by staff that are professionally prepared to administer its services and activities to teachers and students. Akanwa (2007) also expressed an idea similar to the above in her consideration of school library as an integral part of the school. She pointed out that, it is a laboratory where many activities and experiments are carried out, and all these activities and experiments are geared towards the development of the child and the nation. Bower (1971) explained that a school library is a marriage of planned space and climate, services, instruction and personnel which operate as an integral part of the entire school environment.

The Minimum Standards for school libraries in Nigeria (1992), the document in many respects provided a starting point for Federal, State and Local government councils and those wishing to develop school libraries in their schools. Fully aware of the crucial role of school libraries in enhancing the quality of instruction in our schools, also recognized the importance of

standardizing schools library practice in Nigerian issue. Unagha (2008) recognizes libraries as spatial enablers of teaching and learning. The guidelines noted that libraries have to be of the appropriate size and quality to meet the minimum standards for promoting any meaningful teaching /learning. UNESCO's EFA Global Partnerships team (1990), stated that there is the need to recognize libraries as invaluable information resources which must work in partnership with school and community workers.

According to Fayose (1995) for any viable service to be operational, adequate finance must be provided. She further pointed out that inadequate finance has been the bane of school libraries in Nigeria. Clarke (1999) noted that in Nigeria, no adequate attention has been given to the provision of libraries in both primary and secondary schools, only a few secondary schools can boast of libraries, even when these exit, they are managed by unqualified staff instead of experienced and qualified teacher – librarians. Anyaoku (1979) observes in a survey that; *The schools have no special vote for their libraries.* Akanwa (2007) quoted Ayeni and Oyebenyi (1997) as having carefully observed that unlike the classroom for which the government has had to allocate N3, 500.00 per classroom and N72.50 per child, as early as 1976; no kobo had ever been allocated to school libraries. This shows that the government has never taken the establishment and development of school libraries seriously. For the school library to grow, government must show interest in its funding like the academic libraries where the government made it clear that 10% of the University's recurrent vote be set aside for the library development. Nnadozie's (2006) study on the evaluation of library resources revealed that … policy-makers, fiscal planners, administrators and other tech-nocrats in Nigeria are yet to appreciate the pivotal role of library and other information institutions to the nation's development quests. While lamenting on the problems besieging the development of school libraries in Nigeria, 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. Dina (2001) findings on school learning resources also pointed to this fact. Ahmed (2003) disclosed that lack of recognition by the institution and government authorities of the importance of library and information services in the diverse human activities in the society is the most serious deterrent of school library development in Nigeria. Udensi (2000) put the blame of poor development of school libraries in Nigerian on the government. Adeoti-Adeleke (1996) ob-served that government has not yet come out with a clear policy on the establishment and equipment of libraries in primary and secondary school levels. Akinniyi (2003) also noted that the government has not set aside a fixed percent for library development in schools nor is she

Table 1. Names of the eight selected secondary schools studied.

S/N	Schools	Years established	No. of classes	No. of students	No. of teachers
1	Akpo Grammar School, Ozuoba	1965	10	510	30
2	College of Education Demonstration Secondary School, Ndele	1985	16	470	38
3	Comprehensive High School, Eleme	1982	9	450	34
4	Government Senior Secondary School, Elekahia	1989	30	784	59
5	Government Girls Secondary School, Rumuokwuta	1984	12	580	22
6	International Secondary School, UST Nkpolu	1984	16	470	20
7	Model Girls Secondary School, Rumueme	1985	10	600	38
8	University Demonstration Secondary School, Choba	1981	28	500	50

giving them their annual subvention regularly from where a token can be given for library development.

Another problem hindering the development of school libraries in Nigeria is that of ignorance of what a library stands for by the teachers who ought to arouse the interest of the children. According Dina (2001) many teachers neither use the resources center nor inspire pupils to use it. This fact is corroborated by Roe (1965) and Usman A (2003), who said that according to him many teachers are handicapped by their ignorance of how library may be put to effective educational use. They have little or no experience of it during their own school days. Ngeri-Nwagha (1987) in a related study identified that there is a general apathy on the part of teachers and parents towards the libraries in the existence of well-equipped library in the state. This is a very serious problem in view of the complex nature of library work. Organization and dissemination of infor-mation are so technical in nature that it would only be badly done in the library circle without the inputs from professional librarian, Onohwakpor (2007). Yet Ahamed (2003) in a study of impact of school libraries on students disclosed that for all primary and secondary school libraries, where they exist at all, are run by library clerks or full time teachers without any library training. Kuye (1991) identified *indifference of the authorities to the need for setting up school libraries.* He emphatically pointed out that lack of sufficient financing of school libraries has hampered the effort of many creative children in achieving the optimum benefits derivable from using library resources.

RESEARCH METHODOLOGY

Eight Secondary schools were selected from different part of Rivers State. The schools are shown in Table 1. This study aims at finding the available resources in secondary school libraries in Port Harcourt, the services rendered by these secondary school libraries and if the available resources are being adequately utilized by the library users. The qualification of those who man these libraries was another purpose that stimulated the study.

Assumptions of the study

This study was based on the following assumptions: (i) there was

no functional school library in some secondary schools in Port Harcourt. (ii) Inadequate funding was a major problem affecting the development of school libraries in Port Harcourt.

Hypothesis

The research hypotheses arising from the research questions and for the purpose of this study are as follows; (a) there is no significant relationship between availability of school libraries and utilization of school library facilities by students and teachers. (b) There is no significant relationship between adequate funding and the development of school libraries. (c) There is no significant relationship between school library facilities and students reading habit.

Research design

The method chosen for the purpose of this study is the survey method. The survey method is that type of study in which a large scattered population is studied through asking questions on a representative sample. Survey research was preferred among other methods because it will give the study population equal chance of being selected, it concerns sampling of people and it also accumulates information from individuals at relatively low cost to the research. 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. Its flexibility also allows other sources of getting information or data collection techniques such as the questionnaire, interview and direct observations. It is a descriptive research method which includes types of data required, instrument for data collection, population, sample size and sampling technique method of data analysis and presetting of instruments.

Population of the study

The population for the study comprised of four thousand, six hundred and fifty-five students and teachers from eight selected secondary schools in Port-Harcourt. The population of students from eight secondary schools is four thousand, three hundred and sixty-four students and the population of teachers is two hundred and ninety one. The population was considered too large for the study due to time and financial resources involved. A sample size of the population was therefore taken to represent the overall population of the study. Bearing the total population in mind, questionnaires were distributed. One hundred and twenty was distributed among students while eighty were distributed for teachers.

Sample size/sampling techniques

The population of the study was too large to be readily reached. Therefore a sample size of two hundred respondents which represents about 5% of the population was drawn from the study population using the stratified random sample. These consist of teachers and students of the eight selected secondary schools in Port-Harcourt. The stratified random sampling technique was used to select a sample size of two hundred from eight selected secondary schools in Port-Harcourt city. The sample was made up of twenty-five teachers and students from each of the secondary schools. The method was chosen to give the study population equal chance of being selected. This sampling technique was considered appropriate because there are two different categories of elements in that, that make up the sample – students and teachers. Thus, each of these categories was seen as a stratum.

Instrument for data collection

The researcher used different instruments, questionnaires, interview and direct observation. The questionnaire is a document prepared by the researcher which lists series of questions to be answered by the respondents. The researcher prepared three different sets of questions to be answered by the principal/teacher librarian, library staff and students based on the information needed for the study. The purpose of using questionnaire was to elicit written responses from the respondents of the research through a series of questions put together with their aims in mind. The questionnaire provides data which is easily quantified by the researcher and it is not time consuming like other methods e.g. the interview, etc. Interview was the second method used. It creates a forum for face to face conversation between the interviewer and the interviewed with a purpose of getting information from the respondent. It facilitates communication between the two. Direct observation was also used by the researcher. The researcher was taken round the libraries to see all these things under contention if they were there or not.

Validation of instrument

In order to ensure that the instrument is valid, the questionnaire was pre-tested in three secondary schools in Port Harcourt after the supervisor's corrections. The schools are: Government Girls

Secondary School, Rumueme, Akpor Grammar School-Ozuoba and Comprehensive high school, Alesa Eleme. The number of samples pretested were two hundred, one hundred and twenty students and eighty teachers. The aim of this exercise is to check irregularities in questions. The irregularities in questionnaires were corrected and substituted with better questions before final distribution.

Reliability of instruments

To determine the reliability of the instruments, the questionnaire was given to two library experts in library and information science department of Imo State University, Owerri. The questionnaire was given for the librarians comment on the ability of the question to elicit the required information and clarity of the language. This helped in further construction of the questionnaire which was finally submitted to the thesis supervisor for further validation.

Procedure for data collection

The researcher went personally to the eight selected secondary schools to administer the questionnaire on the students, Principals and Library staff. She personally collected the answered copies on the spot and later went to the schools on subsequent times to collect the remaining questionnaires. The interviews were also conducted on the same dates with the questionnaires.

Method of data analysis

The responses of the respondents were collected, compared, aggregated, and presented in a tabular form. Based on this, frequencies of occurrence were established and used for the analysis. Furthermore, the hypotheses formulated in the introductory chapter of this work were tested using the Chi Square test. This statistical tool was chosen because it shows a clear relationship between the dependent and independent variables in the hypotheses. It is given by the formula.

$$X^2 = \sum \frac{(F_o-F_e)^2}{F_e}$$

Where: F_o = Observed frequency, F_e = Expected frequency

DATA ANALYSIS AND INTERPRETATION

The analysis of data was based on 8 selected secondary schools in Port Harcourt, A total of two hundred questionnaires were administered on the respondents in the selected schools. These comprised of 30 teachers, 150 students and 20 library staff. The data collected from this study has been collated, presented, analyzed and interpreted in this section.

From Table 2, a total of two hundred copies of the questionnaire were distributed, one hundred and sixty-nine were returned and this means to say that 84.5% respondents returned their questionnaire. Teachers returned 23 out of 30, students returned 133 out of 150 while library staff returned 13 out of 20. This implies that majority of the respondents returned their questionnaire at the appropriate time for this analysis.

Analysis of research questions

Research question 1

What are the basic library resources available in secondary school libraries?

Table 3 shows that basic library facilities and resources are lacking in the schools studied. None of the schools have audio-visual materials and this means that the schools under study lack non-print materials. Comprehensive High School Eleme has no library room and no seats for the library. The table revealed that Model Girls Secondary School Rumueme has appre-ciably good facilities which can be considered adequate as recommended by the minimum standard for school Libraries in Nigeria in 1992. The School has adequate sitting capacity of 45, good ventilation, good lighting, etc. The book collection of the entire school libraries studied was quite adequate but some subjects do not have any book

Table 2. The distribution and return of completed questionnaire by respondents.

Respondents	Number Distributed	Number Returned	Percentage
Teachers	30	23	76.7
Students	150	133	88.7
Library Staff	20	13	65.0
Total	200	169	84.5

Table 3. Basic library facilities and resources available in the schools studied.

Names of schools	Accommodation				Book collection			Equipment	
	Building	Sitting capacity	Library room	Audio visual	School enrollment	Book titles	Ratio per pupil	Tables	Chairs
Comprehensive High School, Eleme. P.H	Room	-	-	-	450	150	0.3	4	1
Model Girls Sec. School, Rumueme	Room	45	-	-	600	1720	2.8	45	45
Akpo Grammar School, Ozuoba	Room	20	-	-	510	167	0.3	14	4
Govt. Girls Secondary Sch, Rumuokwuta	Room	16	-	-	580	160	0.3	4	4
University Of Port-Harcourt Demonstration Secondary School	Room	20	-	-	500	257	0.5	5	-
International Secondary School UST	Room	20	-	-	470	227	0.5	5	21
Rivers State College Of Edu. Demonstr. Sec. Sch., Ndele	Room	10	-	-	470	223	0.5	4	10
Govt. Senior Sec. Elekahia	Room	30	-	-	784	130	0.3	4	4

relating to them in the school library. The University of Port-Harcourt Demonstration Secondary School, International Secondary School, UST and the College of Education Secondary School had enough book titles but had few chairs and tables to accommodate the students and teachers.

Research question 2

To what extent are provision made for students' use of the library facilities?

Table 4 reveals that only 22.5% of the student agreed that there is library period on the school time table for all classes while others disagreed on that idea. The findings as shown on the table also revealed that students only use school library during school hours. School authority also promotes the use of library but did not properly plan for who will man the library even after school hours because there were neither librarians nor library attendants to take care of students information need. Findings as disclosed on the table above also revealed that school libraries do not hold library display days/events, They do not use library regularly due to lack of user educations and also the materials were not properly organized in the shelves. The schools under study lacked audio visual materials in their collection and there was no promotional activity like book talk, library week, library club and reading competitions. All these boils down to the point

that there was no professional librarian since the organization of the library is a professional job and the school library lack the requisite staff to carry out the job of organization of information resources in the school libraries.

Research question 3

Is the use of school library relevant to students' educational development?

Table 5 is an indicative of the opinion of respondents on the relevance of school library to the educational development of the students. Data collected as shown on the table revealed that school library supports and reinforces the learning of school subjects. It also revealed that school libraries help students develop reading habit and self study. The respondents also agreed that school libraries provides needed information and reference services, helps students have knowledge of books and authors and as well enable students have knowledge of career opportunities. The findings therefore suggest that effective school library services advance the educational development of students.

Research question 4

What type of library services do school libraries under

Table 4. Was provision made for students' use of library?

Items	Yes	No	Total	Percentage	Remark
There is library period on your school time table for all	45	155	200	22.5	Not Satisfactory
classes? Students use school library during school hours only?	180	20	200	90	Satisfactory
Students use school library at any other time after school hours?	35	165	200	17.5	Not Satisfactory
School authority do promote the use of library?	182	18	200	91	Satisfactory
School gives library orientation to students?	10	190	200	55	Not Satisfactory
School library holds library display days/events?	40	160	200	20	Not Satisfactory
Students use the library regularly?	5	195	200	2.5	Not Satisfactory
Materials in your school library are properly organized in the shelves?	20	180	200	10	Not Satisfactory
Students are taught library use skills?	25	175	200	12.5	Not Satisfactory
Students use audio visual materials?	22	178	200	11	Not Satisfactory
Promotional activities like booktalk, library week, library club, and reading competition are done in your school?	20	180	200	10	Not Satisfactory

Table 5. Relationship between the use of school library and students educational development.

Items	Yes	No.	Total	Remark
School library supports and reinforces the learning of school core subjects' content?	178	22	200	Satisfactory
School library helps students develop good reading habits and self study skills?	188	12	200	Satisfactory
School library provides needed information and reference services?	197	3	200	Satisfactory
School library helps students have knowledge about authors and book?	165	35	200	Satisfactory
School library helps students develop information handling skills?	70	130	200	Not Satisfactory

Table 6. Services offered by school libraries.

Services	Yes	No.	Total	Remarks
Counseling	20	180	200	Not Satisfactory
Current Awareness	30	170	200	Not Satisfactory
Inter-library Cooperation	2	198	200	Not Satisfactory
User Education	-	-	-	-
Circulation	5	195	200	Not Satisfactory
Reference Services	-	-	-	-

study provide for their users?

Table 6 shows that School library Services were very poor in the schools under study. None of the respondents received user education and Reference Services. The analysis shows that the school library Services in these selected schools were not effective and therefore not complete.

Research question 5

In what ways can library services and utilization be improved?

Research question 5 was distributed to the library staff and teachers of the schools under study and almost all agreed with the researcher that these are the best ways to improve school library services and utilization of the resources in the school library (Table 7). The respondents agreed with the researcher that Government should make school library compulsory before approval of any school because they know that no school can function very well without a library. A massive 97.5% of the respondents agreed that disciplinary actions should be taken against any principals who allow their school library to dilapidate. The idea of employing qualified librarians to man school libraries was accepted by 95.5% of the

Table 7. Improving school library services and utilization of the resources.

Items	Yes	Percentage	No	Percentage	Total
Government should make school library compulsory for approval in secondary schools.	180	90	20	10	200
Disciplinary actions should be taken against principals who allow their school library to dilapidate.	195	97.5	5	2.5	200
Qualified librarians should be employed to Mann school libraries. Modern library facilities should be provided.	194	97	6	3	200
.Libraries should be properly funded.	179	89.5	21	10.5	200
.Students and Users of libraries should be given user education.	184	92	16	8	200
.Library period should be included in the school time table.	150	75	50	25	200
Library fees paid by library users should be properly used for the library.	185	92.5	15	7.5	200

Table 8. Utilization by teachers [N=30].

Response	Respondents	Percentage
Yes	25	75
No	5	25
Total	30	100

Table 9. Utilization by students.

Responses	Respondents	Percentage
Yes	70	41.2
No	100	58.8
Total	170	100

respondents. They also agreed that modern library facilities should be provided and that libraries should be properly funded for effective library services and utilization. Some of the respondents also suggested that modern facilities like CD-ROM, computer and internet services should be made available in school libraries. On the issue of user education, the teachers saw it as an increase in their already too many existing subjects and do not want it, while the students saw it as necessary for them to know how to use the library. 150(75%) respondents agreed that library period should be included in the school timetable while 50(25%) were against this very idea. All agreed that library fees should be properly utilized by the library because library services and utilization involves money.

Research question 7

Do teachers and students utilize the available library resources in their schools?

Table 8 shows that 25(75%) of the teachers said that

they utilize school library resources but they do it more when they want to prepare their lesson notes and when some of them are carrying out research works or writing books while 5(25%) do not use the library at all. Some of the teachers claimed that they have textbooks that correspond with the subjects taught in the schools and so they read in their houses or in the staffroom and have no need to go to the library. Their complains are that the books are not organized; they are torn and did not attract reading or research.

Table 9 you can see that out of 170 students, 70(41.2%) agreed that they utilize their library resources while 100(58.8%) said that they do not use their school library resources. The students that go to library said they go there to read their own textbooks bought by their parents or their lesson notes while others said they do not go to the library because the books are at the principal's office and the staffroom so they are afraid of going there to collect the books for reading. Again, some of these students said that the books/resources in the library are not relevant to the school curriculum therefore it is a waste of time using these resources/books. Principals and library staff interviewed on this issue agreed that teachers and students do not use the libraries well because there is no library period at the school timetable and most of these students are day students and cannot use the library after school hours. Library staffs close the library after school hours and some of them that use the library come there during their break periods and the break period is not conducive for most of them.

HYPOTHESES TESTING

The analytical procedure in this study follows up with statistical test of the similarities among the responses obtained from the respondents in the schools selected for the study using the research instrument. The test of the three null hypotheses for the study was conducted as follows:

Table 10. Observed frequency table for hypothesis one.

Response type	No. of Question			Total
	Q2	Q3	Q4	
Yes	180	35	182	397
No	20	165	18	203
Total	200	200	200	600

Table 11. Calculation of test statistic for hypothesis one.

F_o	F_e	$F_o - F_e$	$(F_o-F_e)^2$	$(F_o-F_e)^2 /F_e$
180	132	48	2,304	17.45
35	132	-97	9,409	71.28
182	132	50	2,500	18.94
20	68	-48	2,304	33.88
165	68	97	9,409	138.37
18	68	-50	2,500	36.76
		Total		316.76

F_e (i) = (200 × 397)/600 = 132
F_e (ii) = (200 × 203)/600 =
68 d. f. = (3-1)(2-1) = 2
Summary: X^2_{calc} = 316.680; X_2 tab = 5.991

i. Specification of decision rule
ii. Statement of hypotheses
iii. Computation of test statistic
iv. Decision

Specification of decision rule

The Chi square calculated ($X^2_{calc.}$) is compared with the value on the chi square distribution table ($X^2_{tab.}$) at specified level of significance and level of significance. For our purpose, the level of significance is 0.05.

If $X^2_{calc.} > X^2_{tab.}$ it means that the value of X^2 computed will fall within the area of rejection on the Chi square diagram and the null hypothesis would be rejected. Otherwise, it would be accepted.

The degree of freedom (d. f.) is determined thus:

d. f. =   (c-1)(r-1)

Where: c = No. of columns; r = No. of rows

The observed frequencies (Fo) are the raw data obtained from the questionnaire administered relating to the item in question. The expected frequencies (Fe) are theoretical frequencies which are used for comparison. It is determined thus:

$$F_e = \frac{RT \times CT}{GT}$$

Where: RT = Row Total; CT = Column Total; GT =

Table 12. Observed frequency table for hypothesis two.

Response type	No. of Question			Total
	Q1	Q2	Q5	
Yes	140	150	173	463
No	60	50	27	137
Total	200	200	200	600

Grand Total.

Hypothesis one

There is no significant relationship between availability of school Libraries and utilization of school libraries by students and teachers

The data used for this test are those obtained from answers to items 2, 3, and 4 in the questionnaire (Section B) (Tables 10 and 11).

Decision

Since the value of $X^2_{calculated} > X^2_{tabulated}$, it means that the former falls within the area of rejection. Therefore, the null hypothesis is rejected at 0.05 level of significance. There is a significant relationship between availability of school libraries and utilization of school libraries by students and teachers.

Hypothesis two

There is a significant relationship between adequate funding and the development of school libraries. The data used for this computation are those obtained from items 1, 2, and 5 (Section D) on the questionnaire (Tables 12 and 13).

Decision

From the summary in Tables 12 and 13, it is obvious that $X^2_{calculated} > X^2_{tabulated}$. This means that the value of X^2 calculated falls within the area of rejection. Therefore, we reject the null hypothesis at 0.05 level of significance. There is a significant relationship between adequate funding and the development of school libraries.

Hypothesis three

There is no significant relationship between school library resources and students reading habit

The data obtained from answers to questions (items) 2,

Table 13. Calculation of test statistic for hypothesis two.

F_o	F_e	$F_o - F_e$	$(F_o-F_e)^2$	$(F_o-F_e)^2/F_e$
140	154	-14	196	1.27
150	154	-4	16	0.10
173	154	19	361	2.34
60	46	14	196	4.26
50	46	4	16	0.35
	46	-19	361	7.85
		Total		16.1

F_e (i) = (200 × 463)/600 = 154
F_e (ii) = (200 x 137)/600 = 46
Summary: X^2_{calc} = 16.170; X^2_{tab} = 5.991

Table 14. Observed frequency table for hypothesis three.

Response type	No. of Question			Total
	Q1	Q2	Q5	
Yes	181	132	109	422
No	19	68	99	186
Total	200	200	200	600

4, and 4 (Section E) of the questionnaire were used for the computation (Tables 14 and 15).

Decision

Since the value of $X^2_{calculated}$ > $X^2_{tabulated}$, the former falls within the area of rejection. Consequently, we reject the null hypothesis at 0.05 level of significance. There is a significant relationship between school library facilities and students reading habit.

DISCUSSION

Findings revealed that from the eight (8), secondary school investigated; only one has adequate school library office accommodation and none has accommodation for a librarian office. This finding is in line with Udensi (2000) findings in a related study, he observed that, school administration do not appear to attach much importance to the library and thus, no place is usually identified as the library, Nwofor and Ilorah (2006). Finding also revealed that the book collection of the school libraries is inadequate. It was uncovered that the school libraries have a book title of 130 to 1,720 which is quite below the prescribed requirement of a school library as recommended by the minimum standard for school library. Our findings revealed that only one secondary school library out of the eight schools studied met the minimum requirement. It has a number of 45 chairs and 14 tables. Other schools have a combined number of 97 chairs and 30 tables, 1 atlas stand, 4 maps, 37 shelves, and 1

Table 15. Calculation of test statistic for hypothesis three.

F_o	F_e	$F_o - F_e$	$(F_o-F_e)^2$	$(F_o-F_e)^2/F_e$
181	141	40	1,600	11.35
132	141	-9	81	0.57
109	142	-32	1,024	7.26
19	62	-43	1,849	29.82
68	62	6	36	0.58
99	62	37	1,369	22.08
Total				71.66

F_e (i) = (200 × 422)/600 = 141
F_e (ii) = (200 x 186)/600 = 62
Summary: X^2_{calc} = 71.66; X^2_{tab} = 5.991

catalogue cabinet. In all the schools investigated, findings showed that none has audiovisual material in its collection. It was revealed that the school personnel that serve as teacher –librarians in the eight secondary schools studied, none has professional library training. The findings disclosed that this category of staff designated as teacher- Librarians were mostly English language graduate teachers. This finding agreed with Ahmed (2003) findings in a related study. He observed that secondary school libraries, where they exist at all are run by library clerks, or full time teachers without any library training. It was also revealed that, the use of library does not form part of the school curriculum, except in Model Girls Secondary School, Rumueme, where the use of library is an integral part of the school program and the period allotted to it, in its timetable for all classes. Our findings revealed that students use the school library only during school hours, reasons for this is connected to the fact that the schools lack qualified librarians who would draw out appropriate policy for the library and for effective management and service delivery. This also cumulates to the inability of the school to give library orientation to students. It was also gathered that the schools do not organize library display day or any event to teach students use of library. This, not withstanding, it was revealed that students use the library regularly. This development may not be connected to the perception of the students and teachers on the library.

From data collected and analyzed, it was gathered that teachers and students are of the view that the use of library supports and reinforces learning and help students develop good reading habit. This finding is in agreement with Fatuga (1982) that the library is important in the personal intellectual and social development of the child.

Conclusions

Finally, investigation revealed that the library helps students to have knowledge of books, learn about career development and also provide reference services to its user. Through the study, the following can be stated as

conclusions;

- That the available library resources and facilities in the selected secondary schools in Port-Harcourt are not enough compared to the number or the population in these schools.

- School library facilities like accommodation for library, information resources, books, audio-visual materials, etc were lacking in these secondary schools in Port-Harcourt.

- The School libraries were manned by non-professional librarians and these librarians do not offer good services since they are not trained.

- The schools lack both audio-visual and print materials, and the number of books which they have, are not enough to serve the population of the schools.

- Some schools were without the existence of a library and in other to meet up the government standard, they ended up squeezing something that looks like a library in principals' offices and classrooms and accessibility becomes difficult to students and teachers.

- In some schools where there are libraries, the books were not properly organized and their books do not measure with the standard requirement for school libraries.

- No provision was made in the school curriculum to stimulate the use of library except in one of the schools selected which has the use of library in its curriculum and part of its class timetable of study.

- Investigations revealed that teachers and students show appreciable interest in the use of library but has no body to give them proper direction of where the materials are (User Education).

- Lack of fund is another issue that is militating against school library services in Port-Harcourt Secondary Schools but the present Government of Rivers State have realized this and is now trying to make sure that there is a library and properly funded in each secondary school.

- The libraries are not open after school hours thereby making it impossible for users to make use of the library outside the normal school hours.

- The learning resources in these schools under study are mainly print materials and most of it was outdated.

Based on these findings and analysis, it is reasonable to conclude that school services are lacking in Port-Harcourt Secondary school as what is provided in the name of school library fall far below the stipulated standard of the Federal Ministry of Education. In its minimum standard for school libraries, it is also concluded that the teachers and students in Port-Harcourt Secondary Schools are interested in school library services; this was demonstrated in the use of the available school library materials even when the few materials available were poorly organized for effective service delivery.

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