Accessibility and Utilization of Information Resources on Students' Learning Outcomes in Selected Government Secondary Schools in Onitsha North Local Government Area of Anambra State

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*Abstract:-*The study was on the Accessibility and Utilization of Information Resources on Students' Learning Outcomes in selected Government Secondary Schools in Onitsha North Local Government Area of Anambra State. The study population comprised five Government Secondary schools out of sixty teen in Onitsha North Local Government Area of Anambra State. However, related literatures were reviewed from textbooks, journals and past researches. The research questions include; what are the roles of information resources in learning? Are information resources accessible by students in private schools? The research instrument was questionnaire which was statistically analyzed with contingency tables. It was discovered that there is a significant relationship between availability, accessibility and utilization of information resources and students' learning outcomes. Therefore, the finding revealed that the proprietors of secondary schools should procure more information resources, facilities and equipment to enhance efficiency and effectiveness of students and teachers in private secondary schools. This study suggested that proprietors of secondary schools should put more interest in the use of Information resources to guarantee effective teaching – learning process within their systems.

Keywords: Accessibility, Utilization, Information, Resources, Learning and Students

I. INTRODUCTION

Libraries are repository of knowledge and a dynamic social institution, an indispensable resource centre for reliable information and meant to preserve the recorded knowledge of man for use. Libraries, once known primarily as store houses for books and periodicals, have changed dramatically since the middle of the 20th century. From their historical beginnings as places to keep the business, legal historical and religious records of a civilization, libraries have emerged as a far-reaching body of information resources and services that do not require a building because of information technology. Libraries are the most important storehouses of human knowledge. They contain far more information than any person can hope to remember and performs vital roles in the society. The fundamental roles of libraries fall into six categories: knowledge conservation; information; research; culture and entertainment. There are various types of libraries such as: special library, national library, school library, public library, academic library and so on, but the focus of this study will be on the school library. School library as that part of the school where a collection of books, periodicals, magazines and newspapers, video tapes, study kits and other information materials are kept for use by the pupils and teachers(Macabre, Ugwunna, Ikechukwu and Ogu, 2015).

School libraries are libraries that are found pre-tertiary institutions such as primary, secondary and nursery schools, with the mission of contributing to the intellectual development of pupils and students. It involves collections of books and other learning materials organized by trained professionals and placed in one or two big rooms in the school for the use of pupils and teachers (Yusuf, 2013). In other words, it is the central laboratory of the whole school, where all books in all subject areas, taught in the school and non-book materials are stocked. School library as a learning laboratory par excellence where learners find the world of knowledge, interact directly with resources, acquire information and develop research skill for lifelong learning. School libraries are designed to serve the needs of secondary and elementary school students and, to a large extent, their teachers. The school library is an integral part of the school system with the major function of providing a variety of learning resources and facilities to support effectively the education programmes of the school(Chimah and Nwokwocha, 2013). The objectives or roles of school libraries all over the world are to encourage the development of skill in reading; to prompt reading habits; to sort for subject information centre; inculcate intellectual development; support curriculum; support the teaching and learning system of the school with various resources. The school library has a teaching role in the education programme of the school. The teaching role comes up in the areas of imparting the library skills, study skills including planning with the subject teachers, class projects and its involvement in curriculum or lesson planning. This view is supported by Hawwau (2015) who identified the educational role of school library as

encouragement of reading habit, development of student's ability to learn from books. He further elucidated that school libraries are; "to provide books and other information resources that will assist student in their study, instruct students in the use of library resources and encourage recreational reading by providing newspapers, magazines, books on sports, adventure, hobbies, folklores and fiction".

Resources in school libraries are information items acquired, processed and made available in the library to the users. They enable the library to fulfill its goal of meeting the information needs of its uses for teaching and learning. There are various resources for teaching and learning in school libraries in the 21st century. Resources in school libraries are made up of print and non-print media. These are all information carriers. There cannot be a functional school library without an adequate stock of relevant and current information resources. These include textbook fictions, newspapers, films, film projector, radio, television, maps, charts, realia, tape recorders, reference items, online/ internet resources, and databases. Egesimba, Quadri, Dimkpa, and Ezebuike (2011) highlighted that the school library media centre resources include, books, periodicals, newspapers, pamphlets, brochures, handbills, and ephemeral notices, audio materials (disc, phonographic records, audio-tapes on reels and cassettes), film materials (slides, film-strips, motion picture films as well as other forms of photographic film), graphics, video materials (video-tapes on reels, cassettes and cartridges as well as video disc), Realia (toys, games, model and actual specimens) and microforms (microfilm, microfiche and micro-card).

The school library has been described as the heart of the school system from the above. It is the school learning resources centre, the laboratory of laboratories. Library information resources are central to the provision of services to the patrons in libraries and information centres, without them it would be impossible to meet the information needs of the users. The utilization of these resources for effectively teaching and learning makes the library very relevant to the school system. Utilization of the available of resources in school libraries are the essence of established the library to serves the purpose of meeting the information needs for teaching and learning through the process rending services to users.

However, it is regrettably despite important of school library to society, due to the peculiar nature, their effectiveness to utilize the needed library resources seem to be greatly affected. It is worrisome too that information resources and services meant for this category of users tend to be rarely available for their utilization, and where they are available, they seem to be underutilized in many school libraries in Nigeria. This study therefore is focused on finding solutions to these pressing issues by ascertaining the of accessibility and utilization of information resources on students' learning outcomes in selected government secondary schools in Onitsha North Local Government Area of Anambra State.

Statement of the Problem

The place of school libraries in the overall development of secondary school education cannot be over emphasized because as a resource centre, it is expected to acquire and organize print and non-print materials suitable for the needs of the users and more so, as a learning laboratory. It is expected to provide materials to support teaching and encourage students to find out things for themselves.

Major functions of any school library are to facilitate teaching and learning and provide the basic information resources to the library users. The availability of current information resources in various formats is very important for any school library. Despite their inestimable importance, school libraries seems to be under-developed in the areas of provision of information resources, services, staffing, and accommodation. The decayed nature of school libraries in Nigeria has been a matter of concern to many educationists.

In Nigeria found that poor quality of school library resources, scarcity of current reading and research materials were the challenges facing students in using school libraries. Arua (2011), observed that poor library accommodation; poor library orientation and restricted library hours were problems militating against the use of school libraries. Patron-Ash (2012), revealed that problem facing school libraries include the lack of a national policy, school library information resources, the theft of computers as a result of the lack of security, as well as the lack of understanding by teachers of the role the library in teaching and learning. It is against this backdrop that the researchers sought to investigate the situation of accessibility and utilization of information resources on students' learning outcomes in selected government secondary schools in Onitsha North Local Government Area of Anambra State.

Purpose of the Study

The purpose of this study is to critically analyze the accessibility and utilization of information resources on students' learning outcomes in selected government secondary schools in Onitsha North Local Government Area of Anambra State.

Specifically:

1. Find out the role of information resources in learning
2. To know information resources available in government secondary schools
3. To ascertain the uses of information resources in enhancing learning outcomes
4. To determine the information resources accessible by students in government secondary schools
5. To know information resources properly utilized by government secondary school students

II. METHODOLOGY

This study used the descriptive survey research design. The population of this research consists of selected government

secondary schools in Onitsha North Local Government Area of Anambra State. The random sampling technique was used in selecting five out of sixty teen government secondary school in the area. The sample schools and sample size of population used for the study include:

S/N	NAMES OF SCHOOLS	Population
1	Denis Memorial Grammar School Onitsha	16
2	Metropolitan Secondary School, Onitsha	20
3	St. Charles college, Onitsha	15
4	Washington grammar school, Onitsha	25
5	Queen of the rosary college, Onitsha	24
	TOTAL	100

The instrument for gathering information for this research was structured questionnaire. The data collection was obtained from questionnaire that was administered to respondents. The questionnaire was administered personally by the researcher to the personnel (respondents). Before the administration of the questionnaire, the objectives of the research work were clearly explained to the subject. A total of 100 copies of the questionnaire were administered in the frame selected government secondary schools and nine-eight(98) were retrieved. The respondents were given five days to complete the questionnaire after which they were collected. The research questions were assumed using percentages after construction of contingency table for the items with regard to the research questions.

III. DATA ANALYSIS AND DISCUSSION
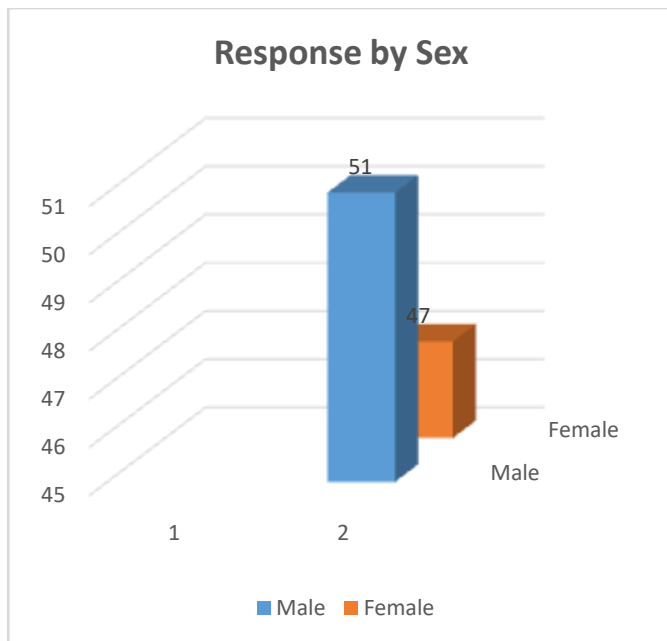
The chat depicts that majority of the respondents representing 51 (52.0%) were males while the remaining 47 (47.1%) were females.
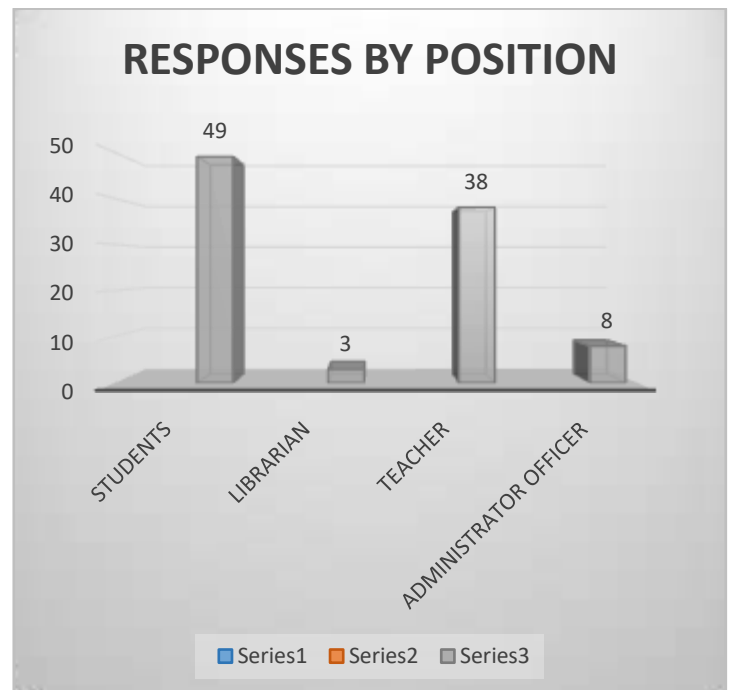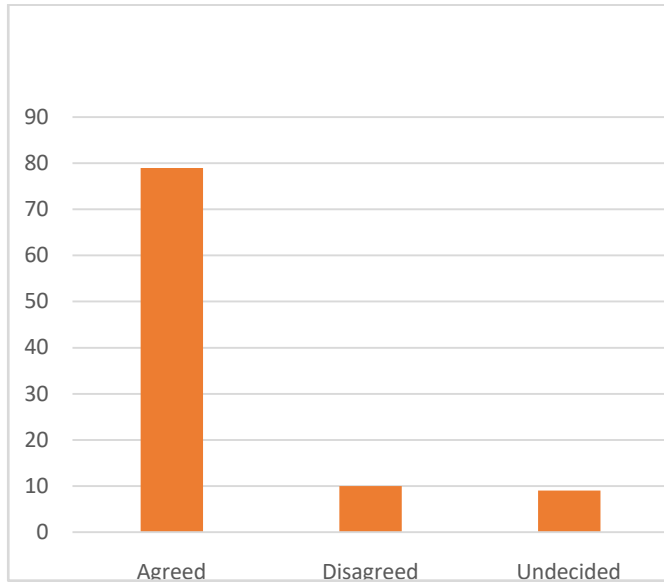

From the chat majority of the respondents representing 49 (50%) were students, 3 (3.0%) of the respondents were librarian, 38 (38.7%) were teachers. Those who work as administrative officers measured 8 (8.1%).

Respondents' view on the relevance of information resources for facilitating learning outcomes
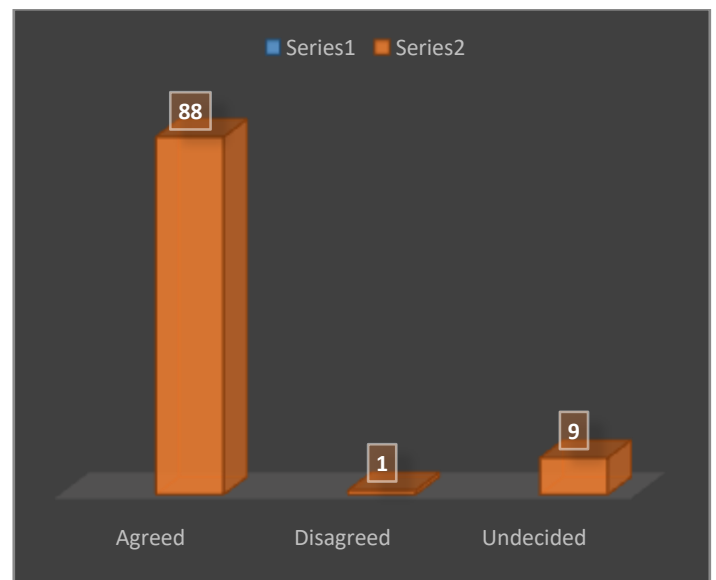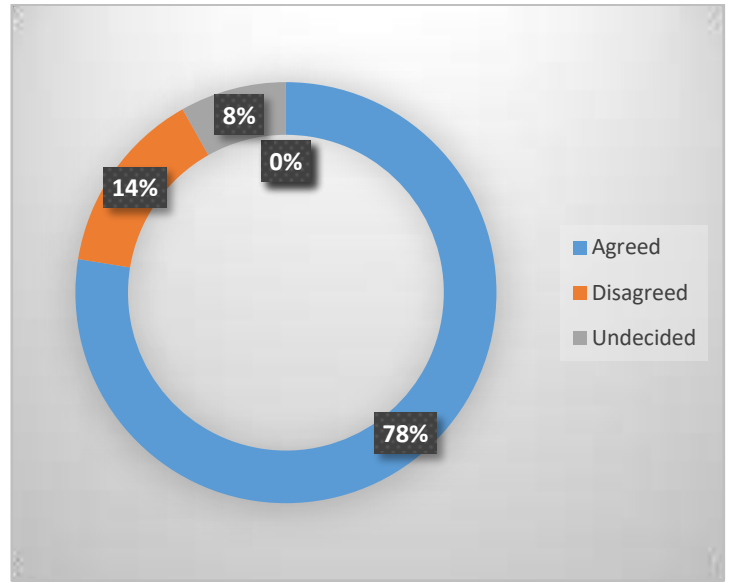

The chatdepicts that majority of the respondents with 88 (80.0%) agreed that information resources is relevant in facilitating learning outcomes. 1 (1.0%) of the respondents disagreed while 9 (9.2%) of the respondents were unable to decide whether information resources is relevant in facilitating learning outcomes.

Respondents' view on the availability of library as a source of information resources

The above shows that majority of the respondents with 79 (80.6%) agreed that library is available for students. While 10 (10.2%) respondents disagreed that library is available for students use, 9 (9.2%) respondents could not decide if library is available for students.

Respondents' view on the relevance of internet or enhancing authentic information gathering
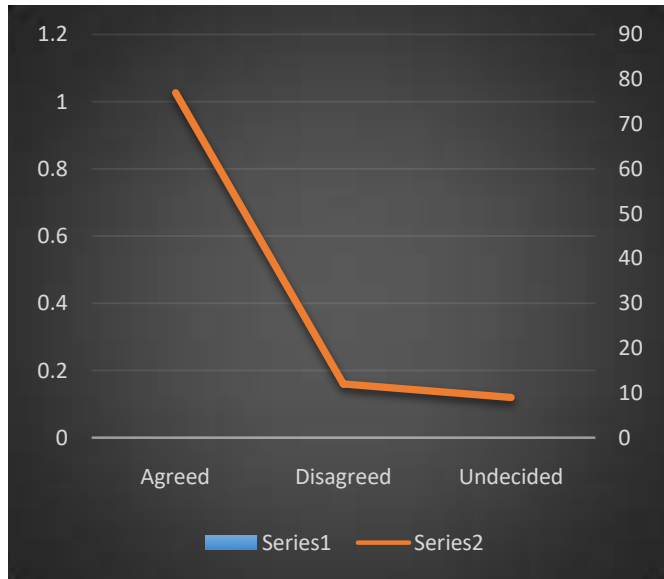
The chat shows that 77 (78.6%) of the respondents agreed with the fact that internet is relevant for enhancing authentic information gathering. It shows that 12 (12.2%) of the respondents disagreed, while 9 (9.2%) were unable decide whether or not internet is relevant is relevant for gathering authentic information.

Respondents' view on the facilitation of skill acquisition by information resources
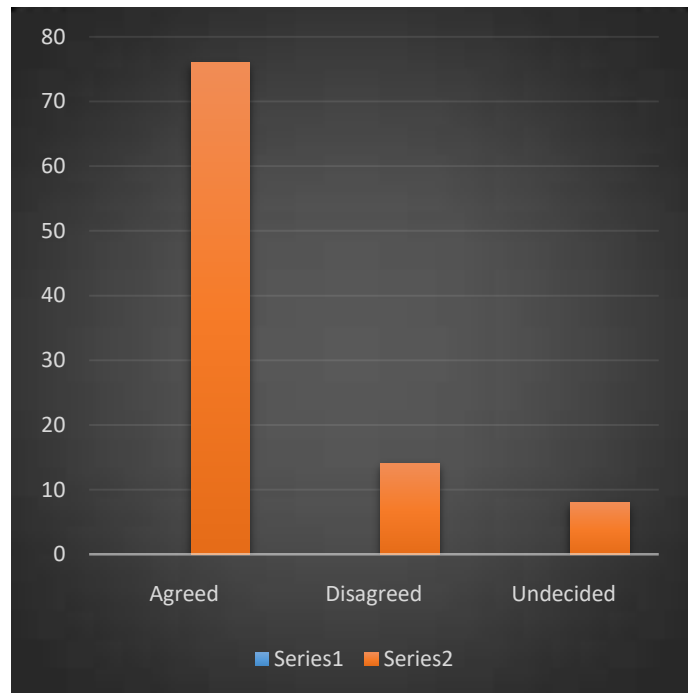

From the above data 76 (77.6%) agreed, 14 (14.3%) disagreed, while the remaining 8 (8.2%) of the respondents could not decide if information resources facilitates skill acquisition.

Respondents' on the promotion of self competence by information resources


From the above, it was derived that information resources promotes self-competence most especially on the part of the teachers which makes them discharge their duties to the students.

Respondents' on the Accessibility of information resources to secondary school students
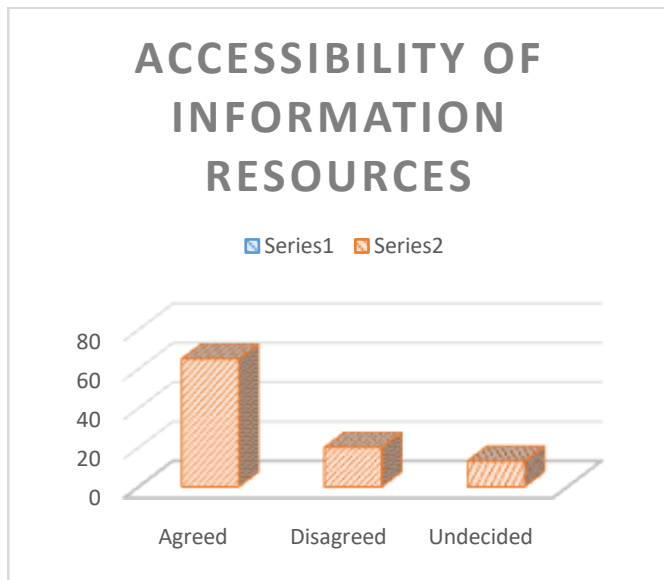
From the above it was seen that students have access to Information resources.

Respondents' Utilization of information resources by secondary school students
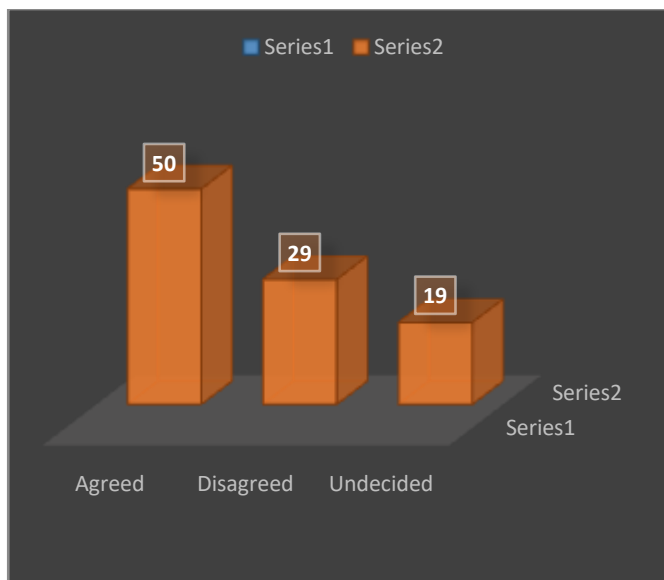
It is shown that students utilize the available information resources which affects them positively in their studies. The students that disagreed and undecided are not using the school library.

IV. SUMMARY OF FINDING

This study is Accessibility and Utilization of Information Resources on Students' Learning Outcomes in selected Government Secondary Schools in Onitsha North Local Government Area of Anambra State. There is significant correlation between accessibility and utilization of information resources and learning outcomes of government secondary schools; there is significant correlation between accessibility of information resources and the learning outcomes of private secondary schools; accessibility and utilization of information resources will significantly determine the learning outcomes of private secondary schools. Finally, this study found that availability, accessibility and utilization of information resources positively determine students' learning outcomes. Teachers and proprietors of private secondary schools are hereby advised to make adequate information resources available and also utilize it to the fullest.

V. CONCLUSION AND RECOMMENDATION

Considering the findings of the study, it was concluded that accessibility and utilization of information resources have significant impact on students' learning outcomes in Onitsha North Local Government Area of Anambra State.The impacts were found to be relevant to students and teachers in the field of education as well as the proprietors of private secondary schools. Information resources facilitate learning outcomes. Information resources promote self competence. Information resources also enhance learning. For greater reference, Information resources should be fully integrated into the systems of private secondary schools. Based on the findings of this study, the following recommendations were given:

- ❖ The principals of secondary schools should as a matter of urgency put more information resources (Library) in place improvement of learning outcomes.
- ❖ The parents body of secondary schools should recognize the impact and applicability of information resources to enhance improved learning outcomes.
- ❖ Government should make the compliance of information resources more relevant to encourage skill acquisition and competence of teachers and students.

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