

Evaluation of the Use of Library Resources and Services in the Nigerian Navy Secondary Schools in Western Nigeria

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Abstract

Purpose: The Nigeria educational system is toeing the line of the international trends, where the emphasis has now shifted from traditional pupil-teacher interaction to the scientific approach of teaching (self-discovery) that is child-centered. Thus, changes in roles and objectives are expected of the school library system. This study examined the evaluation of the use of library resources and services in the Nigerian Navy Secondary Schools in Western Nigeria. The purposes of this research were to: ascertain how relevant and adequate the library resources and services to the academic performance of students are, identify factors influencing the use of library resources and services in the selected schools and proffer solutions to them.

Methodology: Four research questions guided the study. The descriptive survey research design and inferential statistical method of analyses were adopted for the study. The sample population of the study was drawn from Nigerian Navy Secondary School (NNSS) Ojo – Lagos and NNSS Abeokuta made up of students and teachers. A total of 1910 respondents consist of 1733 students and 177 teachers. The instruments for data collection were the questionnaire semi-structured interviews, an examination of library acquisition records, and personal observation. The data were analyzed were using frequency, percentage, bar, and pie charts.

Findings: The results revealed that the library resources and services available are inadequate and the degree of usage is poor in both schools. Six major challenges were identified by respondents in the two schools as factors influencing the use of Library resources and services. These are the inadequate fund, lack of standard school library buildings, among others. The respondents proffered six major solutions to mitigate the challenges of the use of library resources and services in the study. These are the provision of sufficient funds for library management, staff training, and the construction of fully furnished standard library buildings.

Implications: From the findings, the school libraries in the study would not be able to achieve the basic goals of the school library which include promoting love for learning and supporting the school curricular if the proffered solutions are not implemented.

Originality/Value: This research has not been published in any journal before. Its originality lies in its ability to enable the school management to fully embrace the use of library resources and services to promote literacy development

Keywords: Library, School Library, Library Resources and Services, Use of library resources and services, and Evaluation.

I. INTRODUCTION.

Education is a tool used to develop the individual for his/her benefit and that of the society at large. International trends in education have suggested a break from teacher-oriented, whole class instructions where textbook reigns supreme and pupil is passive, to a child-oriented situation where the individual child learns actually from an environment rich in learning stimuli. The Nigerian educational system is also toeing the line of the international trends, where the emphasis is now shifting from traditional pupil-teacher interaction (the teacher doing much of the talking) to the scientific approach of teaching (self-discovery) for education that is child-centered. The latter method of teaching is as a result of changes in school educational objectives, consequently changes in roles and objectives expected of the school library system.

Accordingly, Onwubiko and Uzoigwe (2004) defined a school library as the learning laboratory of the school, equipped with books, magazines, newspapers, audiovisual materials, aimed at enhancing effective teaching and learning on the part of teachers and students. To create an environment full of literature and cultivate the habit of using information materials for necessary teaching tools, school libraries are established. A school library is a place in the school where information sources (print and non-print materials) are acquired, organized, processed, stored, and made available (disseminated) to meet the information needs of both the students and teachers (school community). The school library provides an environment rich in learning stimuli that are required in the achievement of the school educational objectives in the present-day academic pursuit. The library resources and services include the print and non-print materials, audiovisual materials, and services rendered by the library staff in ensuring that the information needs of the school community are met. A school library if properly equipped and effectively utilized, will serve as one of the most vital instruments in training students to explore knowledge in various areas where classrooms have failed. Thus, library resources and services are indispensable components in any educational institution (Onwubiko and Uzoigwe 2004).

However, for the school's educational objectives to be achieved through a library, the library resources and services

must be made available to the teachers and students for use. This fact is buttressed by Iroha (1985) who posits 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 is to say, a school library assists and supports the educational program of the school by storing instructional materials for use in teaching and learning. It has been observed that in most secondary schools where libraries exist, the emphasis is on physical facilities, collections, and budget and not the effective utilization of the library resources and services. Therefore, to be able to ascertain the extent to which the school library has enhanced the achievements of the school's educational objectives, it has become imperative to evaluate the use of library resources and services compared with students' academic performances. Evaluation presupposes the existence of stated objectives (in this case school's educational objectives) against which performance can be measured. In the context of this project, therefore, performance implies matching the actual utilization of library resources and services in the achievement of the set aims and objectives of the school curriculum with the actualization of the set objectives.

Statement of the Problem

A rich library collection housed in a part of the school not effectively utilized by the teachers and students (clientele) would pass for a mere decorative structure. It is based on the importance of the school libraries in the achievement of wholesome educational objectives that this paper is focused on the evaluation of the use of library resources and services in the area of the study. The study is carried out in two Nigerian Navy Secondary Schools; Ojo -Lagos and Abeokuta respectively to evaluate the use of library resources and services in the Nigerian Navy Secondary Schools (NNSS) in Western Nigeria. The school libraries' stock holdings of were volumes of books which consisted of dictionaries, encyclopedia, textbooks in different subject areas, and fiction. It is pertinent at this point to give a brief historical background of the two schools.

Historical Background

Nigerian Navy Secondary School OJO, Lagos

The Nigerian Navy Secondary School Ojo, Lagos was founded in February 1982 on the premises of Navy Town, Ojo Local Government Area of Lagos State. The school is co-educational and has day and boarding facilities. At inception, the student population was one hundred and thirty-five (135). Three years later, in 1985, the school library was established with an initial stock holding of one hundred and fourteen (114) volumes of books. These books were donated by the British Council in Lagos. The books consist of dictionaries, encyclopedia, and fiction. From 1985 to 1990 the library was managed by non-professional librarians. Precisely the library was manned by teachers assigned to the library by the school

authority as supervisors in addition to their primary assignment as subject teachers. By 1990, the library was handed over to a professional librarian who managed it for one year and left. From then on, a fund was made available occasionally for the running of the school library. More books relevant to the school curriculum were purchased and some more were received in the form of gifts and donations from the British Council and Catholic Mission. During this period, students and teachers had access to borrow books from the library for duration of one and two weeks respectively. The books in this library to date are not processed before shelving. Presently, the library subscribes to one government newspaper and two others. Educational and recreational magazines are also available in the library collections. Physically, the school library only accommodates a maximum of forty (40) students at a given time. The present student population is one thousand, nine hundred, and twenty-eight (1928) and a staff population of about one hundred and five (105) at the time of this study. Unfortunately, the school had no professional during the period of the study from 2006 to 2008.

Nigerian Navy Secondary School Ibara, Abeokuta

The Nigerian Navy Secondary School Ibara, Abeokuta was founded in 1991 in the former premises of St. Leo's Teachers College Ibara, Abeokuta the Ogun State capital town. The school is a full-fledged boarding school for boys only. The student population at inception was one hundred and thirty (130). The school inherited St. Leo's Teachers' College school library. However, the library did not become functional until 1995 when a professional librarian was employed. The volume of books inherited was one hundred and seventy volumes (170). These books were processed using the Library of Congress classification scheme (LC) with the assistance of the Ogun State Library Board. By 1996, the National Library donated one hundred and Forty-five (145) volumes of books to the school library. The library collection presently comprises of all subjects in the school curriculum, educational magazines, newspapers, encyclopedia, dictionaries, and other recreational magazines. Furthermore, the library has in its holding, audiovisual software, and hardware. Books are loaned only to the teachers from the inception of the school library in 1995. Students are only allowed to read library books within the library. The library accommodates a maximum of forty-five (45) persons at a given time. Meanwhile, the present student population is one thousand and seventy-seven (1,077) and a staff population of eighty-five (85). At the time of this study (2006-2008), the library personnel included a non-professional teacher-librarian a paraprofessional library assistant, a typist, and a library attendant. The library has a typewriter and a numbering stamp. Meager fund for the running of the school library is usually made available occasionally by the commandant (principal) of the school.

II. LITERATURE REVIEW

A lot of work has been done on school library resources and services as well as their use by the library users. The basic concepts embedded in this paper are library, school library, library resources and services, use of library resources and services, and evaluation.

Library

According to Onwubiko and Uzoigwe (2004), the library is an information center located in an organization, institute, agency, and industry to satisfy the information needs of the individual clients and the realization of the broad goals and objectives of the parent organization. Also, George Eberhart (2010) posits in *The Librarian's Book of Lists* (Chicago: ALA, 2010), that a library is a collection of resources in a variety of formats that is (1) organized by information professionals or other experts who (2) provide convenient, physical, digital, bibliographic, or intellectual access and (3) offer targeted services and programs (4) with the mission of educating, informing, or entertaining a variety of audiences (5) and the goal of stimulating individual learning and advancing society as a whole. From the context of this study, a library is a storehouse of knowledge. It is the repository of information and information sources. A library collects, organizes, stores, and disseminates information. It is a resource center for students, teachers, researchers, and others. The library provides answers to specific and general information queries and problems. The major purpose of the library is to provide information. Thus, it is a repository of human experience not subject to the barriers of space and time.

According to Lawal and Udofia, (1994), the library meets the information needs of the users in four categories; education to develop society, adults, children and to fill a gap in memory, information to develop executive activities such as economics, social and commercial development, aesthetic appreciation for culture, art, truth and judgment, recreation to provide amusement and hobbies. The function of the library, therefore, is to implement, to enrich, to vitalize and humanize the educational programs, as it strives to attain excellence in content, process, and product. Being a carrier of knowledge, the library is a vital partner in knowledge management and shares with all other instructional agents their responsibility for systematically designing, carrying out, and evaluating the total process of learning and teaching (Davies, 1994). Thus, a library is a place where the experience and expertise of the past can meet the needs of the present. There are different types of libraries, which represent different categories of people, professions, and shades of opinion. We have a public library, academic library, National library, school library, and special library.

School Library

Sound academic pursuit, rests on effective library services. A school library is a collection of information-bearing materials

acquired, stored, and disseminated for use. School libraries can be said to be pre-requisite to the attainment of academic excellence. It is against this background that a library is an indispensable unit in any school regardless of its educational philosophy. In traditional schools, it serves as an instrument for enrichment, students' guidance, and escape from the formal atmosphere of the classroom. Schools with more radical philosophy, make greater demands on the library resources and services than those with conservative philosophy. The Nigerian government is not left out in the recognition of the importance of the library in a school system. This is reflected in the. According to the policy, a library is a vital instrument for self-education. In the words of the minister for education, Fafunwa A. B. (1992), the place of the library in the educational development of a nation has been recognized by the new 6-3-3-4 educational system in Nigeria. According to IFLA /UNESCO (1999) in the School Library Manifesto, the mission and purposes of a school library are to provide information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The school library equips students with life – long learning skills and develops the imagination which would enable them to live as responsible citizens. IFLA (1999), further asserts that the role of a school library within a school cannot be overemphasized. A school library operates within a school as a teaching and learning center that provides an active instructional program integrated into curriculum content, with emphasis on the following:

- a. *Resource-Based Capabilities*. These are abilities and dispositions related to seeking, accessing, and evaluating resources in a variety of formats, including people and cultural artifacts as sources. These capabilities also include using information technology tools to seek out, access, and evaluate these sources, and the development of digital and print-based literacy.
- b. *Thinking-Based Capabilities*. They are abilities and dispositions that focus on substantive engagement with data and information through research and inquiry processes, the processes of higher-order thinking, and critical analysis that lead to the creation of representations/products that demonstrate deep knowledge and deep understanding.
- c. *Knowledge-Based Capabilities*. These include research and inquiry abilities and dispositions that focus on the creation, construction, and shared use of the products of knowledge that demonstrate deep knowledge and understanding.
- d. *Reading and Literacy Capabilities*. They are abilities and dispositions related to the enjoyment of reading, reading for pleasure, reading for learning across multiple platforms, and the transformation, communication, dissemination of text in its multiple forms, and modes to enable the development of meaning and understanding.

- e. *Personal and Interpersonal Capabilities.* These are abilities and dispositions related to social and cultural participation in resource-based inquiry and learning about one and others as researchers, information users, knowledge creators, and responsible citizens.
- f. *Learning Management Capabilities.* They are abilities and dispositions that enable students to prepare for, plan, and successfully undertake a curriculum-based inquiry unit.

School libraries throughout the world are run/managed by school librarians /teacher librarians who have been educated to carry out this work and have received an applicable accreditation. School librarians/teacher librarians have an orientation to this service profession by continuously contributing to quality teaching and authentic learning. School librarians offer advice, professional development, and knowledge of appropriate learning and teaching materials, digital and non-digital in traditional and emerging formats. Their behavioral attitude enables them to actively engage the students and teachers. Most conventional definitions emphasize the collection as the heart of a school library, describing a library as a collection of books and other resources organized for use. Accommodation, a space for the school library, is also important, not only to central school libraries but also to classroom library corners and portable libraries that provide school library services in many parts of the world. An international school library toolkit would provide instruments and services for school libraries throughout the world and should be appropriate for (full or partial) usage in many different learning situations. We must, therefore, rely on an international definition or description of what a school library is. It should be possible to apply this description to school libraries in developing, emerging, and developed countries (Phillips, G. 2011).

School libraries can also be said to be a miniaturized intellectual powerhouse or information center found in primary schools, secondary schools, and teacher training colleges. It is a stepping stone towards a child's intellectual development. At all levels, the communication of knowledge plays an important role not only via the examples given by other persons but also through the individual's reading. The significance of reading in the overall educational process has long been recognized. A lot of importance is attached to making the children learn how to discover and think for themselves. Children and youths can deepen their experiences from daily life by reading picture and children's books. Through reading, they can learn to compare, broaden their local and regional horizons. However, it is not possible in families with many children to resort to private purchases of children's books to expand the horizons of their children. The school libraries make provision for such children/students in their book collections, especially in those cases where school textbooks cannot be purchased by the students themselves. Thus, a school library is an indispensable unit in any school, regardless of its educational philosophy.

The provision of school libraries to improve standards in education delivery has been well articulated in the National Policy on Education of Nigeria. Emphasizing the need for school libraries, the policy states among others, "that the libraries are one of the most important educational services. Every state ministry of education needs to provide funds for the establishment of libraries in all our educational institutions"(Fafunwa, 1992). A good library is a sine-qua-non for qualitative education and an instrument for the enhancement and utilization of the library resources by students. It serves the purpose of inspiration, communication among students, and the fulfillment of program in the curriculum. The attributes of a school library are library resources and services.

Library Resources and Services

It is noteworthy to state that neither a good book nor a good library can make the individual educated. It is the successful use of books and library services that makes the well informed, stable, and well-adjusted learned individual. The importance of the library in the achievement of the educational objectives depends on the available library resources and services. According to Fayose, P.O. (1995), the extent to which children and young people today will be creative, informed, and knowledgeable will be shaped by the boundaries of the contents of the library resources available within their schools. The above statement sums up the value of library resources in schools. Library resources are made up of books, magazines (print), audiovisual software and hardware (non-print), and other pedagogical materials used in the teaching and learning processes. Library Services, on the other hand, are activities embarked on by library staff to enable library users to make effective use of the available library resources.

Also, Owate, C. and Iroha - Okpa (2013) opined that school library resources and services consist of a collection of a wide variety of library materials and resources housed in each school, centrally organized staff; professionally prepared to offer services to students and teachers that will enrich and support the educational program of the school. The library resources and facilities comprise of finance, personnel, collections (print and non-print), accommodation, furniture, and equipment. Finance is very important in the procurement of information materials, good accommodation, equipment such as computers, purchase of furniture and payment of staff salaries. According to Fayose, P.O. (1983), the government is the only reliable source of revenue as other sources of revenue for school libraries have not been fully explored. Furniture includes reading tables and chairs, bookshelves, catalog cabinets, cupboards, metal cabinets, circulation desk, and bulletin board. The library collection is also one of the library resources. It includes print and non-print materials. These are textbooks, fiction, magazines (recreational and educational) supplementary and complementary books, Compact Disc (CD), audiovisual tapes, and cassettes. Others are television sets, video machines, charts, posters, and media. Personnel in

the library are also an integral part of the library resources. This is because they greatly influence the use of library resources by the clientele (teachers and students). The library staff renders library services to library users. They serve as a link between the information materials and the library clientele. Without the library staff, there will be no effective use of library resources and services.

Use of Library Resources and Services

However important the availability of library resources and services in the achievement of the school's educational objectives are, there will be no achievement of such objectives, if the library resources are not utilized by the library users to meet their information needs. Therefore the use of library resources and services is a crucial concept in this study. The whole essence of libraries are twofold; the library resources and services. Library resources are books and printed non-print materials meant to convey information to the clienteles (Madu, and Adediran 2005). Service and instruction services involve the provision of whatever materials, equipment, assistance, and guidance that are required by the user. One cannot talk about the effective utilization of library resources without considering the role of the teacher-librarians. The teacher-librarian in other words known as the library media specialist promotes access to a broad range of information and ideas, to assist students in acquiring the knowledge and skills that will equip them not only to locate but also evaluate and use information effectively and thereby becoming information literate. Their services and tasks contribute directly to the development of these skills. These include collection development, organizations for retrieval of materials and information, information guidance services, material production, student instruction, and instructional development services. Sadly, school libraries concentrate more on the physical object collected rather than their intellectual contents (Owate, C. and Iroha-Okpa 2013).

The proper utilization has enabled students to seek knowledge in books that they may become efficient and enthusiastic readers and also encourage them to become adaptive to the use of audiovisuals, thus creating room for relaxation and enjoyment. The library is not just a reservoir of knowledge, information, and human experiences but also has made provision for accessing this treasure. Regrettably, the library resources and services often provide instruction in every conceivable skill, while individual student's fundamental mental processes, including their developmental aspects, are often neglected. Therefore the implication for both teachers and students of helping the young develop the ability to think about how they are using the information to solve a problem is frequently ignored. These and others are among the challenges to the effective utilization of library resources by secondary school students and teachers (IFLA 1999). It could be deduced that if properly stocked with adequate materials of high quality and accessed; the library serves as an information center as well as a stimulus to intellectual curiosity. If on the

contrary, no means is provided for tapping these sources of knowledge, the library becomes a mere depository center in which valuable information is inaccessible. Hence, the need for evaluation of the use of library resources and services in the NNSS Ojo-Lagos and NNSS Abeokuta is imperative to ascertain if the school libraries serve as information centers and stimulus to intellectual curiosity.

Evaluation

To ascertain whether or not the school library resources and services have met the information needs of the clientele, there is a need for evaluation of the use of library resources and services. Evaluation is the key concept in this paper. This concept has been delved into by many researchers since it spans through all fields of knowledge including library study. The evaluation of the use of library resources and services implies matching the actual utilization of library resources and services with the achievement of the educational aims and objectives of the school. Morse, P.M. (1972) called attention to the importance of measuring the effectiveness of library services to enhance the achievement of the school's educational objectives. He further asserted that a few libraries consider their task to be that of collecting, storing, and preserving books. Most libraries also consider their task to make these books available to their users. These libraries are service organizations and must justify the budgets by the degree of service they render. To do this, the librarian will find it useful to quote the measure of the degree to which the library is satisfying its clientele. To have a thorough evaluation of the use of library resources and services, some standards must be attained by the school library collection concerning the students' population. This is the ratio of five volumes per title to a student.

Shadish, Cork, and Leviton (1991), opined that evaluation is the systematic exploration and judgment of working processes, experiences, and outcomes. It pays special attention to aims, values, perceptions, needs, and resources. First, evaluation entails gathering, ordering, and making judgments about information in a methodical way. It is a research process. Second, evaluation is something more than monitoring. Monitoring is largely about 'watching' or keeping track and may well involve things like performance indicators. Evaluation involves making careful judgments about the worth, significance, and meaning of a phenomenon. Third, evaluation is very sophisticated as there is no simple way of making good judgments. It involves, for example, developing criteria or standards that are both meaningful and honor the work and those involved. Fourth, evaluation operates at many levels. It is used to explore and judge practice, programs, and projects. Last, evaluation if it is to have any meaning must look at the people involved, the processes, and any outcomes we can identify. Appreciating and getting the flavor of these involves dialogue. Evaluation is either about *proving* something that is working or needed or improving practice or a project (Rogers and Smith 2006). Hence, the concept of evaluation in this study can be defined,

as the means whereby we systematically collect and analyze information about the results of students' encounters with a learning experience; in this case interaction with library resources and services. The main purpose of evaluating in this regard is to discover how effective the use of library resources and services is to the achievement of the school's educational objectives in this study.

Purpose of the Study

The broad purpose of this study is to evaluate the use of library resources and services in the Nigerian Navy Secondary School (NNSS) Ojo, Lagos and the Nigerian Navy Secondary School (NNSS) Abeokuta. Specifically, the purposes include:

1. To ascertain how relevant and adequate are the libraries' resources and services to the academic performance of students in the chosen schools.
2. To determine the degree of use of the school library resources and services at the selected schools.
3. To examine how the available library resources and services enhance the academic performance of the student in the selected schools.
4. To identify the factors influencing the use of library resources and services in the selected schools.

Research Questions

This study seeks to find answers to the following research questions:

1. How relevant and adequate are the libraries' resources and services to the academic performance of students in the chosen schools?
2. What is the degree of use of the school library resources and services at the selected schools?
3. Do the available library resources and services enhance the academic performance of the students in the selected schools?
4. What are the factors influencing the use of library resources and services in the selected schools?

IV. METHODOLOGY

Four research questions guided the study. The descriptive survey research design and inferential statistical method of analyses were adopted for the study. The sample population of the study was drawn from Nigerian Navy Secondary School (NNSS) Ojo – Lagos and Nigerian Navy Secondary School (NNSS) Abeokuta which were made up of students and teachers. A total of 1910 respondents consisted of 1733 students and 177 teachers. The instruments of data collection were questionnaires, semi-structured interviews, the examination of library acquisition records, and personal observation. The data were analyzed using frequency, percentage, bar and pie charts.

IV. DATA ANALYSIS AND PRESENTATION

The results of the study are hereunder presented in tables, graphs and charts following the research questions.

SUBJECTS	NNSS, OJO				NNSS, ABEOKUTA			
	SEPT '06 - JUL '07		SEPT '07 - JUL '08		SEPT '06 - JUL '07		SEPT '07 - JUL '08	
	VOL	%	ADDED VOL.	INCREASE %	VOL	%	ADDED VOL.	INCREASE %
Pure Sciences	630	20.3	40	6.3	500	23.2	35	7
Applied Sciences	110	3.5	20	18.2	64	3.0	18	28.13
Vocation	150	4.8	10	6.7	100	4.6	10	10
Social Sciences	985	31.7	60	6.1	594	27.5	40	6.73
Languages	245	7.9	-	-	198	9.2	15	7.58
Fiction	208	6.7	20	9.6	164	7.6	10	6.10
Periodical / Magazines	180	5.8	50	27.8	145	6.7	29	20
Other Arts Subjects	568	18.3	50	8.8	358	16.6	40	11.17
Reference Sources	34	1.1	6	17.6	35	1.6	-	0
TOTAL	3,110	100	256	8.2	2,158	100	197	9.13

Total percentage increase in volume between Sept 2006 to July 2008 for:

$$\text{NNSS, Ojo} = \frac{256}{3,110} \times \frac{100}{1} = 8.2\%$$

$$\text{NNSS, Abeokuta} = \frac{197}{2,158} \times \frac{100}{1} = 9.1\%$$

Table 1 gives a breakdown of the School library holdings between September 2006 and July 2008 at the Nigerian Navy Secondary School, Ojo Lagos (NNSS, Ojo), and the Nigerian Navy Secondary School Abeokuta (NNSS Abeokuta). The table reveals that NNSS, Ojo has three thousand, one hundred and ten (3,110) volumes of books between September 2006 and July 2007 while NNSS, Abeokuta in the same period has two thousand, one hundred and fifty-eight (2,158) volumes. The reasons for greater volume at NNSS Ojo could be attributed to the differences in the ages of the two school. The NNSS, Ojo is an older school in terms of the date of establishment. The school (NNSS,-Ojo) consequently has a higher student population when compared with NNSS, Abeokuta. By July 2008, the school library holdings at NNSS, Ojo increased by two hundred and fifty-six (256) volumes representing 8.2% in crease of the total library holdings. At NNSS, Abeokuta during the same period, increased by one hundred and ninety-seven (197) volumes which represent a 9.1% increase of the total library holdings.

From these records, the two schools have not compared well with the minimum standard of six thousand (6,000) volumes suggested for secondary schools in "School Library Resources Centres for Educational Excellence" (Fayose, P.O. 1995). Structured interview sessions with the non-professional librarians of both schools proffer reasons for the poor acquisition rate of library materials (books). The most outstanding reason is the poor perception of the commandants (principals) to the usefulness of the school library in the achievement of the schools' educational objectives. The commandants do not appreciate the need for a library in the school. Consequently, there are no acquisition policies for the libraries in both schools. Also, there is no provision for the specific budgetary allocation in each of the schools for the management of the school library. The librarians revealed that the commandants provide funds, piecemeal for the acquisition of library resources after much pressure from the librarians. The resultant effect of this is inadequate library holdings common to both schools in this study and consequently, the inability of the school libraries to meet the needs of the clientele (teachers and students) as observed. As regards library personnel, each of the schools has a teacher-librarian, a library assistant, a library attendant, and a typist. On the whole, the two libraries compare fairly well with the minimum standard required for the secondary school library on personnel.

Distribution of Respondents

The distribution of respondents in this study cuts across all the classes of students present in the two schools at the time of this study. The respondents also include cross-sections of teachers from both schools. Tables 2 and 3 show the distribution of respondents. It can be seen from Table 2 that the Senior Secondary School Three students (SSS3) were not available at the time of this study at both schools. At the time of this study, SSS 3 students at both schools have finished their Senior Secondary School Certificate Examination (SSCE) and passed out of their schools. This explains the

group's non-representation in both the total population as well as the sample population for the two schools.

Table 2: Distribution of Student Respondents September. 2006 - July 2008

CLAS S	NNSS, OJO		NNSS, ABEOKUTA	
	POPULATI ON	RESPONDEN TS	POPULATI ON	RESPONDEN TS
JSS 1	379	256	223	192
JSS 2	350	200	282	200
JSS 3	294	200	139	110
SSS 1	330	200	142	100
SSS 2	297	200	106	75
Total	1650	1056	892	677

Table 3: Distribution Of Teacher Respondents September 2006- July 2008

Category	Nnss Ojo		Nnss Abeokuta	
	Totalpopulation	Respondents	Total Population	Respondents
Teacher	105	102	85	78

The sample population of students at NNSS, Ojo is one thousand and fifty-six (1,056) and the sample population for teachers in the same school is one hundred and two (102) from table 3. At NNSS, Abeokuta from table 2, the student sample population six hundred and seventy-seven (677) and from table 3 seventy-eight (78) teachers from the sample population. The sample population of students and teachers at the two schools also forms the respondents in this study. This is because all questionnaires administered to the sample population in both schools were all filled and returned. In a nutshell, the respondents form 100% of the total sample population at each of the schools in this study. The respondents in both schools, represent about 65% of the total population. Figures 1 and 2 are pie charts showing the distribution of all respondents as at September 2006- July 2008.

Figure 1

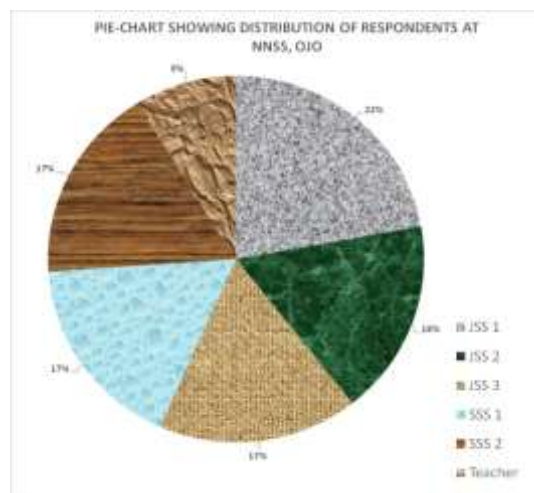
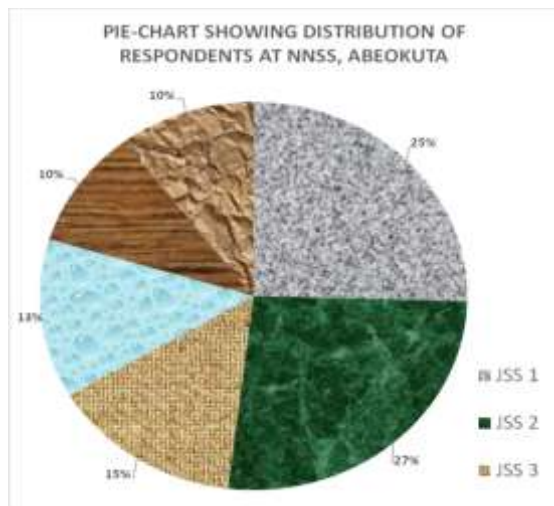


Figure 2



Data Analysis from Questionnaire

Responses collated related to the following:

(i.) The degree of use of library resources and services in the Nigerian Navy Secondary School in Western Nigeria.

1. The relevance and adequacy of library resources and services in the achievement of the schools' educational objectives.
2. User satisfaction.
3. Factors influencing the degree of use of library resources and services in the Nigerian Navy Secondary Schools in Western Nigeria.

Awareness of the Existence of the School Library

Respondents (students and teachers) at the two schools responded positively to the question of the awareness that the schools have libraries. Table 4 gives a picture of the responses.

RESPONDENTS		RESPONSES			
		YES	%	NO	%
JSS 1	Ojo	256	100	-	0
	Abeokuta	192	100	-	0
JSS 2	Ojo	200	100	-	0
	Abeokuta	200	100	-	0
JSS 3	Ojo	200	100	-	0
	Abeokuta	110	100	-	0
SSS 1	Ojo	200	100	-	0
	Abeokuta	100	100	-	0
SSS 2	Ojo	200	100	-	0
	Abeokuta	75	100	-	0
TEACHER	Ojo	102	100	-	0
	Abeokuta	78	100	-	0

The above responses explain in the eagerness observed in the respondents to fill the questionnaire. It also implies 100% awareness of the importance of the library in a school setting. It can, therefore, be deduced that the eagerness to use library resources and services by students is high.

Table 5: Frequency of Visit to School Library

RESPONDENTS		RESPONSES											
		EVER YDAY	%	ONCE A WEEK	%	TWO TIMES A WEEK	%	THREE TIMES A WEEK	%	OCCA SIONA LLY	%	NOT AT ALL	%
JSS 1	Ojo	16	6.3	114	44.5	24	9.4	44	17.2	28	10.9	-	0.0
	Abeokuta	55	28.6	45	23.4	48	25.0	36	18.8	8	4.2	-	0.0
JSS 2	Ojo	-	0.0	88	44.0	44	22.0	24	12.0	16	8.0	28	14.0
	Abeokuta	40	20.0	48	24.0	44	22.0	56	28.0	8	4.0	4	2.0
JSS 3	Ojo	8	4.0	108	54.0	24	12.0	16	8.0	8	4.0	36	18.0
	Abeokuta	31	28.2	13	11.8	26	23.6	35	31.8	3	2.7	2	1.8
SSS 1	Ojo	4	2.0	96	48.0	28	14.0	32	16.0	20	10.0	20	10.0
	Abeokuta	16	16.0	30	30.0	32	32.0	20	20.0	2	2.0	-	0.0
SSS 2	Ojo	25	12.5	84	42.0	24	12.0	28	14.0	27	13.5	12	6.0
	Abeokuta	18	24.0	11	14.7	13	17.3	30	40.0	2	2.7	1	1.3
TEACHE R	Ojo	12	11.8	-	0.0	10	9.8	-	0.0	54	52.9	26	25.5
	Abeokuta	24	30.8	-	0.0	9	11.5	-	0.0	42	53.8	3	3.8
		A – Everyday	B - Once A Week	C - Two Times A Week	D - Three Times A Week	E – Occasional ly	F - Not At All						
Students	Ojo	53	490	144	144	99	96						
	Abeokuta	160	147	163	177	23	7						

Frequency of Visit to the School Library

In a question, respondents were asked to indicate from the list of responses provided how often they use the school library.

Table 5 shows that 48.8% of student respondents at NNSS Ojo visit the library once a week and 9.3% visit the school library occasionally. Also, fifty-four (54) (teacher)

respondents representing 52.9% visit the library occasionally. It can be inferred that a greater percentage of students at NNSS, Ojo use the library once a week when compared with the percentage of teachers who make use of the library occasionally. Rather, a greater percentage of teachers visit the library occasionally at NNSS, Ojo Figures 3 and 4 give a pictorial representation of these facts.

Figure 3.

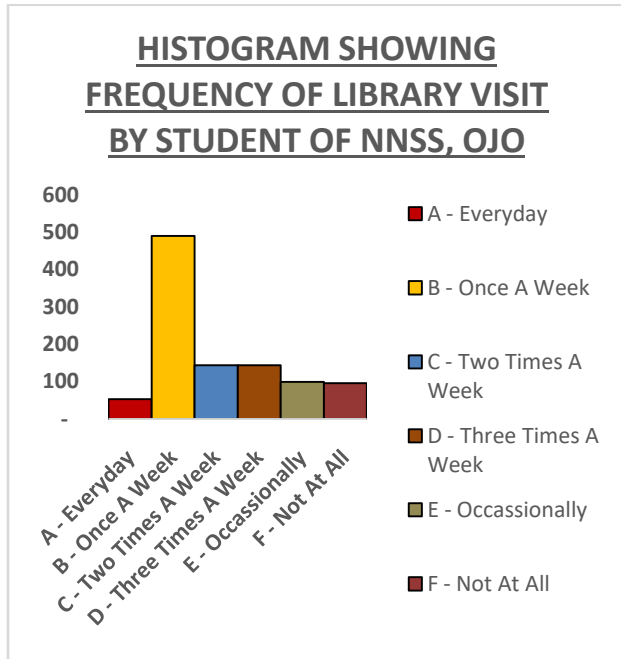
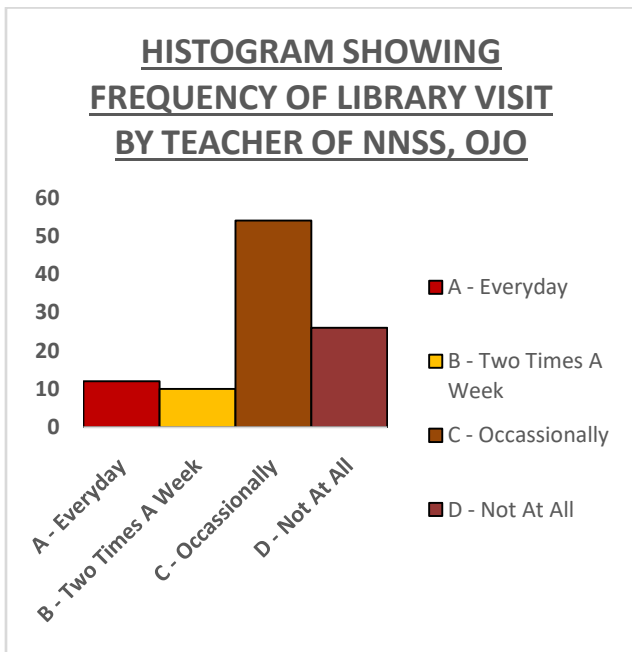
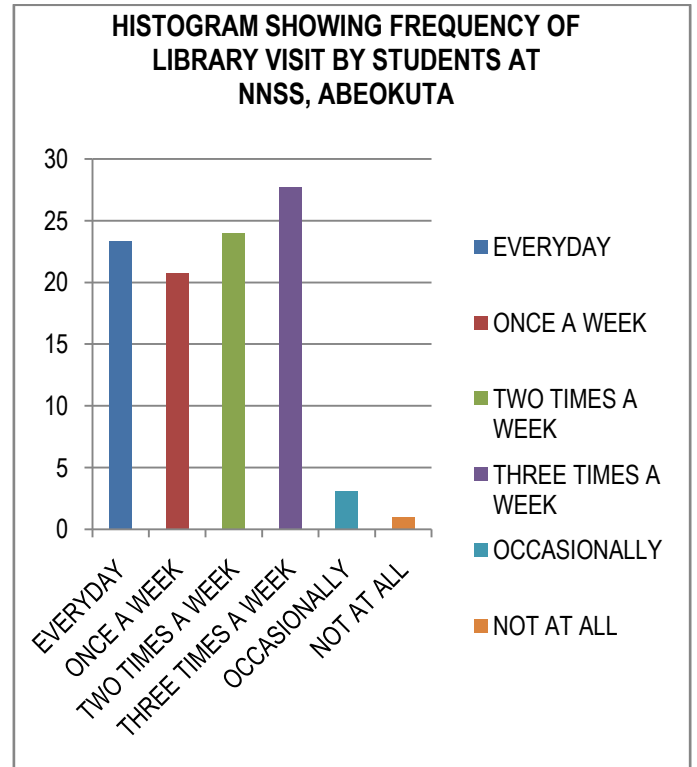


Figure 4.



From Table 5, 27.7% of student respondents at NNSS, Abeokuta visit the school library three times a week; 20.8% visit once a week, and 3.1% visit occasionally. Also 53.8% of teacher respondents at NNSS, Abeokuta only visit the school library occasionally. This means a greater percentage of teachers in the two schools use the school library occasionally as shown in figure 4, while students at NNSS, Ojo use the library more often once a week. At NNSS, Abeokuta greater percentages of student respondents use the school library three times a week. Figure 5, gives a vivid picture of this fact.

Figure 5



Period of Library Use

In response to the question of when the respondents use the school library most, 38.5% of student respondents at NNSS, Ojo use the library most during free periods and use the library least before classes start. This represents 13.2% of the respondents. Table 6 shows that respondents at NNSS, Ojo do not make intensive use of the library during examination and project work. Only 24% do so during these two periods. In the case of NNSS, Abeokuta, 45% of the respondents use the library most during project work, 7.2% during the examination, and 5.1% before classes start.

Table 6.

PERIOD OF LIBRARY USE											
RESPONDENTS		RESPONSES									
		DURING EXAM	%	DURING PROJECT WORK	%	FREE PERIOD	%	BEFORE CLASSES START	%	LIBRARY PERIOD	%
JSS 1	Ojo	100	39.1	52	20.3	96	37.5	8	3.1	-	0.0
	Abeokuta	27	14.1	81	42.2	78	40.6	6	3.1	-	0.0
JSS 2	Ojo	40	20.0	28	14.0	112	56.0	20	10.0	-	0.0
	Abeokuta	8	4.0	108	54.0	68	34.0	16	8.0	-	0.0
JSS 3	Ojo	28	14.0	64	32.0	80	40.0	28	14.0	-	0.0
	Abeokuta	13	11.8	33	30.0	55	50.0	9	8.2	-	0.0
SSS 1	Ojo	40	20.0	60	30.0	38	19.0	62	31.0	-	0.0
	Abeokuta	2	2.0	48	48.0	46	46.0	4	4.0	-	0.0
SSS 2	Ojo	56	28.0	48	24.0	80	40.0	16	8.0	-	0.0
	Abeokuta	3	4.0	38	50.7	32	42.7	2	2.7	-	0.0

Common to the two schools is the fact that no respondent uses the library most during the library period. This because each of the schools does not have a curriculum and time table. Since a greater percentage of the respondents at NNSS, Abeokuta uses the library most during project work it can be deduced that NNSS Abeokuta has more useful books in its library collections than NNSS, Ojo. They meet the needs of the students during project work. The absence of instruction on "Library Use" could also account for the greater patronage during free periods at NNSS, Ojo. People visit the library for various reasons. Responses from both schools show that respondents (students) visit the library mainly to read books owned by them and not library materials.

Library Policy on Loaning Out Of Library Resources

In another question, the respondents are asked if they were allowed to borrow books from the library collection. Table 7 gives a picture of the responses by the respondents.

Table 7 : Borrowing of Library Resources

RESPONDENTS		RESPONSES			
		YES	%	No	%
JSS 1	OJO	64	25.0	192	75.0
	ABEOKUTA	20	10.9	171	89.1
JSS 2	OJO	20	10.0	180	90.0
	ABEOKUTA	8	4.0	192	96.0
JSS 3	OJO	12	6.0	188	94.0

	ABEOKUTA	2	1.8	108	98.2
SSS 1	OJO	36	18.0	164	82.0
	ABEOKUTA	2	2.0	98	98.0
SSS 2	OJO	44	22.0	156	78.0
	ABEOKUTA	4	5.3	71	94.7

Figures from Table 7 and observation during this study show that respondents (students) at the two schools do not borrow out library books. The reason for this according to the library staff is due to the inadequate library collections available in the school libraries. Students are only allowed to consult the available books during the library opening hours at both schools. This has defeated one of the key objectives of library services which are to make available information sources to the clientele when needed. The teachers are however allowed to borrow books from the school library in both schools. Unfortunately, responses from the teachers show that their needs are usually not met most of the time in both schools.

Influence of Library Staff on Use of Library

Respondents (students and teachers) at NNSS, Ojo make minimal use of reference services. The reason can be traced to their responses in Tables 8 and 9 where questions are on the attitude of the library staff.

Table 8: Attitude of Library Staff to Students

RESPONDENTS		RESPONSES							
		FRIENDLY	%	UNFRIENDLY	%	KIND	%	QUARRELSOME	%
JSS 1	OJO	52	23.0	132	51.6	40	15.6	32	12.5
	ABEOKUTA	69	35.0	21	10.9	96	50.0	6	3.1
JSS 2	OJO	56	28.0	72	36.0	44	22.0	28	14.0
	ABEOKUTA	56	28.0	64	32.0	56	28.0	24	12.0
JSS 3	OJO	60	30.0	64	32.0	36	18.0	40	20.0
	ABEOKUTA	42	30.0	24	21.8	40	36.4	13	11.8
SSS 1	OJO	60	30.0	20	10.0	36	18.0	84	42.0
	ABEOKUTA	16	16.0	42	42.0	16	16.0	26	26.0
SSS 2	OJO								
	ABEOKUTA	23	30.7	20	26.6	9	12.0	23	30.7

From table 8, 30% of the students' respondents at NNSS, Ojo describe the library staff as being unfriendly and 22,3% quarrelsome. This is corroborated in Table 9 by responses of the respondents (teachers) at NNSS, Ojo to the questions. "How helpful is the library staff in meeting your information needs?" Thirty-One point four percent (31.4%) responded. "Not usually available" and 27.5% "Not helpful"

Table 9: Attitude Of Library Staff To Teacher

RESPONSES	RESPONDENTS			
	NNSS, OJO TEACHERS	%	NNSS, ABEOKUTA TEACHERS	%
Helpful	22	21.5	48	60.5
Not Helpful	28	27.5	9	11.5
Not usually available	32	31.4	15	10.2
Unapproachable	20	19.6	6	7.7

On the other hand Table 8 reveals that library staff at NNSS, Abeokuta are of better disposition than those at NNSS, Ojo. The respondents at Abeokuta therefore, make maximum use of reference services. This is because the librarian at NNSS, Ojo is a subject teacher as such she is never in the library. The library assistant who attends to the students most of the time at NNSS, Ojo is not trained in librarianship.

She is just a clerical officer who does not enjoy working in the library from observation Twenty- eight and a half percent

(28.5%) of the respondents (students) at NNSS Abeokuta describe the library staff as kind, 28.1% as friendly and only 16.9% as quarrelsome. On the part of the teachers at NNSS, Abeokuta, Table 9 shows that 61.5% of respondents find the library staff to help meet their information needs.

Table 10: Consulting The Library For Instructional Materials By Teacher

RESPONSES	RESPONDENTS			
	NNSS, OJO TEACHERS	%	NNSS, ABEOKUTA TEACHERS	%
No	72	70.6	45	57.7
Yes	30	29.4	33	42.3

In Table 10, 42.3% of the respondents do consult the library for the choice and preparation of teaching aids at NNSS, Abeokuta. This percentage is greater than that of NNSS, Ojo respondents, where only 29.4% consult the library. Similarly at NNSS, Ojo 70,6% of respondents (teachers) do not consult the library in the choice and preparation of teaching aids. Table 10 gives a clear picture of the responses,

Library Users' Satisfaction

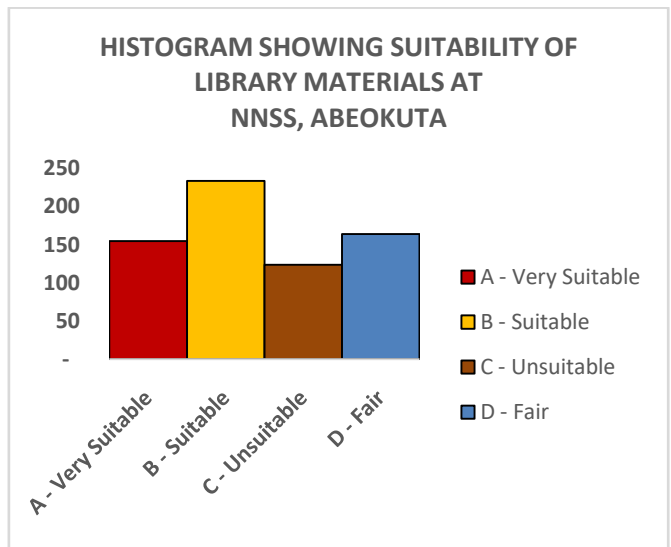
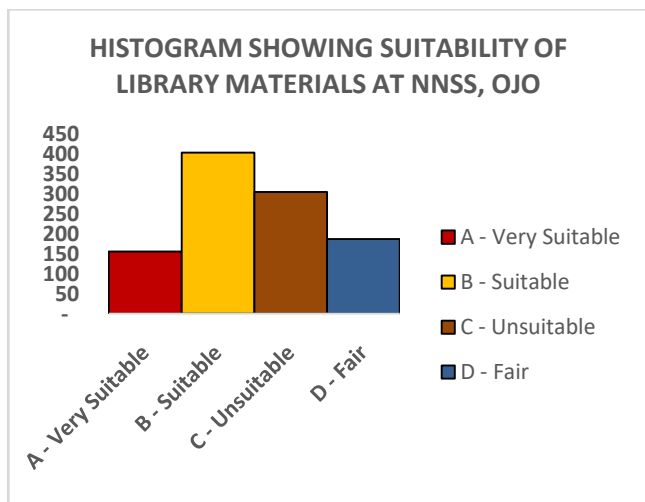
To satisfy the information needs of the library users, the available library materials must be suitable for the users' level of understanding. Library materials must be comprehensible to the library users. Table 11 depicts how suitable the available library materials are to the students' level of understanding.

Table 11: Suitability of Library Collections to Students' Level of Understanding

RESPONDENTS		RESPONSES							
		VERY SUITABLE	%	SUITABLE	%	UNSUITABLE	%	FAIR	%
JSS 1	Ojo	68	26.6	80	31.3	69	27.0	39	15.2
	Abeokuta	69	35.9	54	28.1	39	20.3	30	15.6
JSS 2	Ojo	32	16.0	56	28.0	80	40.0	32	16.0
	Abeokuta	56	28.0	76	38.0	20	10.0	48	24.0

JSS 3	Ojo	32	16.0	68	34.0	64	32.0	32	16.0
	Abeokuta	15	13.6	31	28.2	22	20.0	42	38.2
SSS 1	Ojo	16	8.0	88	44.0	56	28.0	40	20.0
	Abeokuta	12	12.0	34	34.0	30	30.0	24	24.0
SSS 2	Ojo	8	4.0	112	56.0	36	18.0	44	22.0
	Abeokuta	3	4.0	39	52.0	13	17.3	20	26.7

Thirty-Eight point Six percent (38.6%) of respondents at NNSS, Ojo found the collections suitable, 29.4% unsuitable and 17.9% just fair to their level of understanding. At NNSS, Abeokuta, 36.1% of respondents found the library collections suitable to their level of understanding and only 19.5% declared the library collections unsuitable. Figures 6 and 7 histograms illustrate these findings.



In the same vein, for library collections to satisfy clientele’s information needs the currency or recency of the library materials must not be in doubt. In this era of information explosion worldwide, the currency of library resources is of paramount importance in satisfying the information needs of library users even in a school system. Table 12 gives a breakdown of the responses of the students (respondents) in relation to the currency of school library materials.

Table 12: Currency of Library Materials

RESPONDENTS		RESPONSES							
		VERY CURRENT	%	FAIRLY RECENT	%	OUTDATED	%	CURRENT	%
JSS 1	Ojo	28	10.9	92	35.9	92	35.9	44	17.1
	Abeokuta	48	25.0	78	40.6	45	23.4	21	10.9
JSS 2	Ojo	16	8.0	64	32.0	96	48.0	24	12.0
	Abeokuta	16	8.0	104	52.0	56	28.0	24	12.0
JSS 3	Ojo	8	4.0	68	34.0	96	48.0	28	14.0
	Abeokuta	11	10.0	46	41.8	46	41.8	7	6.4
SSS 1	Ojo	-	-	100	50.0	88	44.0	12	6.0
	Abeokuta	-	-	38	38.0	56	56.0	6	6.0
SSS 2	Ojo	4	2.0	96	48.0	88	44.0	12	6.0
	Abeokuta	1	1.3	33	44.0	33	44.0	8	10.7

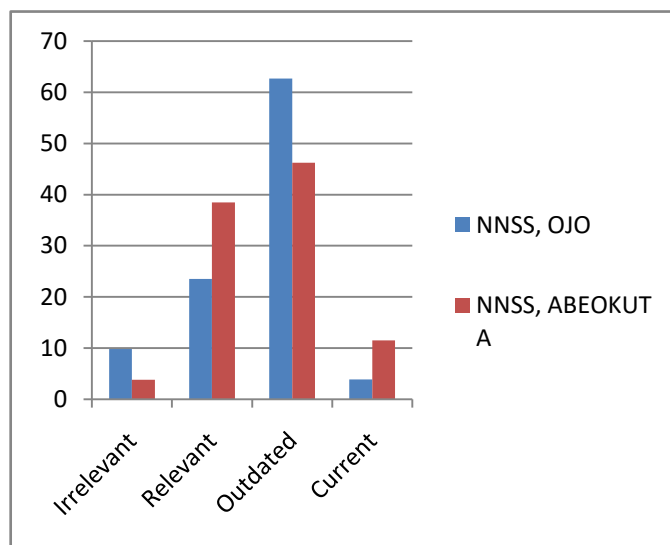
At NNSS, Ojo 44% of respondents assessed the library material to be outdated, while 38% at NNSS, Abeokuta assessed it as outdated, However, 40% at NNSS, Ojo found the library materials to be fairly recent while 43.3% found it so at NNSS, Abeokuta. Only 11% and 8% of respondents at NNSS, Ojo, and NNSS, Abeokuta respectively found the library materials to be current. As also, the teachers' responses to the question of the general assessment of the library materials can be seen in Table 13.

Table 13; Assessment Of Library Materials By Teachers

RESPONSE	RESPONDENTS			
	NNSS, OJO		NNSS, ABEOKUTA	
	TEACHERS	%	TEACHERS	%
Irrelevant	10	9.8	3	3.8
Relevant	24	23.5	30	38.5
Outdated	64	62.7	36	46.2
Current	4	3.9	9	11.5

From table 13 above, a greater percentage of respondents declare the Library materials outdated at NNSS, Ojo, and NNSS, Abeokuta. Less than 10% of the respondents from both schools declare the library materials current and only about 7% of respondents assessed the library materials as irrelevant. Figure 8 gives a pictorial view of these facts.

Histogram Showing Overall Assessment of School Library Materials at Nnss, Ojo and Abeokuta



From the above findings on the suitability and recency of library materials, it can be deduced that school libraries at NNSS, Ojo, and NNSS, Abeokuta would not always satisfy the library users' information needs.

Conduciveness of School Library for Reading

In response to the question of how conducive the school library is for reading and utilization of other library resources, 8.4% of respondents (students) at NNSS, Abeokuta found it to be noisy, 18.5% poorly ventilated, 7.4% poorly illuminated and 42.9% found it to be all of the above. Also at NNSS, Ojo, 48.3% of respondents found the library to be noisy, poorly ventilated, and poorly illuminated. Only 22.3% and 26.0% of respondents at NNSS, Abeokuta, and NNSS, Ojo respectively found the libraries to be conducive. Table 14 depicts the responses from respondents to this question. As a result of this, a greater percentage of the students in the two schools prefer to read in the classrooms than the library.

Table 14: Conduciveness of School Library For Reading By Students

RESPONDENTS		RESPONSES								CONDUCTIVE	
		NOISY	%	POORLY VENTILATED	%	POORLY LIGHTENING	%	ALL OF THE ABOVE	%		
JSS 1	Ojo	15	7.6	30	15.6	30	15.6	90	46.8	27	14.1
	Abeokuta	10	3.9	64	25.0	24	9.4	122	47.6	36	14.1
JSS 2	Ojo	16	8.0	20	10.6	8	4.0	84	42.0	72	36.0
	Abeokuta	4	2.0	12	6.0	-	-	128	64.0	56	28.0
JSS 3	Ojo	7	6.4	18	16.4	4	3.6	59	53.6	22	20.0
	Abeokuta	4	2.0	56	28.0	4	2.0	80	40.0	56	28.0
SSS 1	Ojo	8	8.0	16	16.0	10	10.0	36	36.0	30	30.0
	Abeokuta	8	4.0	20	10.0	-	-	100	50.0	72	36.0
SSS 2	Ojo	9	12.0	14	18.7	3	4.0	27	36.0	22	29.3
	Abeokuta	20	10.0	48	24.0	4	2.0	80	40.0	48	24.0

The teachers' responses to this question at both schools are similar to those of the students. In Table 15, 62.7% of respondents (teachers) at NNSS, Ojo found the school library not conducive and 7.8% found it conducive. Similarly, 50% respondent at Abeokuta found it not conducive while only 7.7% of respondents (teachers) found the school library conducive.

Table 15: Conduciveness of Library Environment For Utilisation Of Library Resources By Teachers

RESPONSE	RESPONDENTS			
	NNSS, OJO TEACHERS	%	NNSS, ABEOKUTA TEACHERS	%
Very Conducive	6	5.9	3	3.8
Fairly Conducive	24	23.5	30	38.5
Conducive	8	7.8	6	7.7
Not Conducive	64	62.7	39	50.0

Furthermore, other findings in this study reveal that a greater percentage of respondents from both schools frequently find it difficult to secure a seating space in the school library. Seventy-seven point five percent (77.5%) and 86.5% of respondents from NNSS, Ojo, and NNSS, Abeokuta respectively confirm this finding.

Consequently, the insufficient seating space discourages clientele from using the school library.

Adequacy of Library Collections In Relation to Library Users' Population

In response to the question on the adequacy of the school library collections in relation to library users' population, 6.6% of respondents at NNSS, Ojo assess the collections as adequate, 32% inadequate, and 24.3% fairly adequate. On the other hand, at NNSS Abeokuta 66.6% found the collections to be inadequate 9% adequate and 24.4% fairly adequate in relation to the library users' population. Table 16 gives the details of the responses to the question by respondents.

Table 16: Adequacy Of Library Collections In Relation To Library Users' Population

RESPONDENTS		RESPONSES					
		ADEQUATE	%	FAIR	%	INADEQUATE	%
JSS 1	Ojo	44	17.2	104	4.6	108	42.2
	Abeokuta	48	25.0	45	23.4	99	51.6
JSS 2	Ojo	4	2.0	56	28.0	140	70.0
	Abeokuta	4	2.0	84	42.0	112	56.0
JSS 3	Ojo	16	8.0	68	34.0	116	58.0
	Abeokuta	11	10.0	22	20.0	77	70.0
SSS 1	Ojo	8	30.0	36	18.0	156	78.0
	Abeokuta	-	-	22	22.0	78	78.0
SSS 2	Ojo	4	2.0	52	26.0	144	72.0
	Abeokuta	6	8.0	11	14.7	5	77.3

V. DISCUSSION OF FINDINGS

The following findings were made from the data analyses of the results:

The volume of the library collections in the two schools in this study are below the minimum standard of a secondary school library when compared with the student population growth in the two schools under study. Fayose, P.O., (1995), posits that the importance of the school library in the achievement of the educational objectives depends on the available library resources and services. There is the need to procure adequate library collections at the ratio of five volumes per title per student to enable the clientele to have optimal access to the library collections. Consequently with adequate library collections, the educational objectives would be achieved. The finding also revealed that most of the library collections in both schools are obsolete and therefore not relevant to the needs of the respondents.

Lawal and Udofia, (1994) assert that the school library ought to meet the information needs of the users in four categories; education to develop society, adults, children and to fill the gap in memory, information to develop executive activities such as economics, social and commercial development, aesthetic appreciation for culture, art, truth and judgment and recreation to provide amusement and hobbies. Unfortunately in this study, the users' satisfaction is not met due to inadequacy and obsolescence of library resources in the two schools. Hence the poor degree of use of library resources and services observed in the two schools under study. There is the need for the school authority to provide up to date, relevant and adequate collections to enable the school library to fulfill its purpose

On how the available library resources and services enhance the academic performance of the student in the selected schools, it was observed that most of the library resources were obsolete inadequate and not relevant to support the

academic performance of the students in the study area. The then Eastern Nigeria Ministry of Education recognized the school library “as an educational institution

A good library is a sine-qua-non for qualitative education and an instrument for the enhancement of academic performance through the utilization of the library resources by students and teachers. It should serve the purpose of inspiration, communication among students, and the fulfillment of the educational objectives of the school. Sadly in this study, the available library resources and services added no positive impact on the academic performance of the respondents. Students mostly visit the library to read their personal books. Thus, the need to stock the school library with relevant collections and provide user-centered library services to enhance students’ academic performance cannot be overemphasized.

VI. CONCLUSION

From the findings, it can be deduced that the degree of use of library resources and services at both schools is poor. Also, the available library resources and services are grossly inadequate to achieve the educational objectives of NNSS Ojo-Lagos and NNSS Abeokuta. Again, most of the library information sources are outdated and therefore not relevant for the achievement of the set educational objectives in the two schools. Yet the attitude of the school authority towards library services does not portray the library as an instrument of education and therefore the lack of effective use of the library by the respondents. In spite of these findings, the place of the school library in the education of children in this modern and information age cannot be neglected by the school authority for too long. The new trend in education worldwide is to expose the students to various sources of information that are interrelated to enable learners to explore and make a discovery on their own. This approach aid retention in the learning process and makes students creative. Neither a good book nor a good library can make the individual educated. It is the successful use of books and libraries that makes the well informed, stable, and well-adjusted learned individual. It is in this regard that a few recommendations are made in this study.

VII. RECOMMENDATIONS

The following recommendations are made for the effective use of library resources and services in the two schools in the study.

1. A fixed percentage of the school’s funds should be made available regularly to run the school library to ensure efficiency and good library administration necessary to motivate effective use of the school library.
2. A professional librarian should be employed who would establish a more cordial relationship with the library users for more effective use of the library resources and services.

3. The standard school library should be built to accommodate library resources titles that are five times the population of students and that could seat twenty percent of the entire school’s population at a time.
4. Instruction on the use of a library should be included in the school curriculum and reflected on the school time table for all classes to enable students to acquire library skills needed to access available library resources effectively.

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