Contemporary Media for Library Instruction and Services in Federal University Libraries in South-South, Nigeria

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Abstract

The study investigated the use of contemporary media for library instruction and services in Federal University libraries in South-South geopolitical zone of Nigeria. The study cut across six federal university libraries with a total population of 93 librarians. The findings revealed an adoption and use of contemporary media such as social media, text message and WhatsApp for library instruction and services. Some of the identified setbacks on the use of contemporary media for instruction and services in Federal University libraries in South-South zone of Nigeria are inadequate Internet access, training, and ICT skill, technophobia and data subscription. None adoption of contemporary media would affect patronage and adequate delivery of library instruction and services to the library patrons who are dispersed in different geo-political locations. The moderate use of email and scantily use of library Blog, library website, Ask a Librarian, FAQ, with a general none use of radio broadcasting and video conferencing revealed some backwardness. Therefore, the need for the Library Management of Federal Universities in South-South geopolitical

zone of Nigeria to encourage librarians in the use of contemporary media for library instruction and services in university libraries as consistent usage would attract more users to use library resources.

Keywords: *Contemporary media, Library instruction, Library services, Federal University libraries, South-South zone of Nigeria*

Introduction

The university library all over the world is going through some changes that are forcing the adoption of contemporary media in meeting the information needs of library patrons. The library's mandatory function of acquisition, organization, processing and dissemination of information to their users has been expanded with the use of information and communication technology (ICT) in library services. Today, library is functioning as a knowledge and support centre for learning, teaching and research for its parent institution. Mahammadi, Moghaddan and Yeganeh (2008) stated that teaching and research depend upon the library, and achievements in teaching and research are not possible without the library. Library instruction is one of the core duties of every academic library since it helps the users to know the rules and regulations in the use of the library and its information resources which to an extent determine the success of students in their academic works (Madukoma, Onuoha, Omeluzor and Ogbuiyi, 2013). Library instruction is a well-planned academic programmme and fundamental for the instruction of new library users including students and staff in academic institutions. The university libraries spend time in planning on the best approach that is suitable to educate its patrons in order to increase their level of awareness and use of information resources and services in the library. There are proliferations of acceptable theoretical frameworks and findings addressing some fundamental issues on library instruction in university libraries (Spenser, 2003; Osinulu, 2003; Oparah, 2006; The Association of College and Research Libraries, 2016); such studies and frameworks have not shown the use of contemporary media in library instruction and service delivery thereby revealing a gap in literature. There are also literature that identifies the methods adopted for the delivery of library instruction, its effects and the challenges facing library instruction in Nigeria (Igwebuike and Agbo, 2014; Omeluzor, Alarape, Dika and Ukangwa, 2017). It is evident in those literature that none has provided any framework for the use of contemporary media for library instruction and services in federal university libraries in South-South geopolitical zone of Nigeria.

Library instruction otherwise known and referred to as 'user education' and 'information literacy' is an academic programmme that is designed by the university library for the purpose of sensitization, creating awareness and educating new and potential library patrons on the use of library resources and services. The instructional methods adopted by most university libraries in Nigeria is only limited to classroom teaching, users' guide, orientation, library tour, referral services, one-on-one guidance, mentoring and reference services without the use of contemporary media. Adoption of contemporary media for library instruction and services in Nigeria is in line with the National Universities Commission (NUC) 2004 and 2014 Benchmark minimum academic standards for undergraduate programmmemes in Nigerian universities, since the course titled: "Use of Library, Study Skill and ICT" encompasses instruction in the use of ICT tools for the benefit of library patrons. Furthermore, the conventional methods for the delivery of library instruction have changed along with the course title and content allowing the use of technology in teaching and learning. The introduction of ICT into library instruction by NUC is leaving the library with no option than to adopt contemporary media in library instruction and services.

The adoption of ICT in the library for services is provoking the use of new media aimed at providing holistic services that are user-friendly. Such media may include: ask-a-librarian, frequently asked question (FAQ), email services, text message, Blogging and website among others. The use of contemporary media for library instruction and services as enunciated in this study would increase the use of library resources, delivery of users' targeted services, create mutual relationship between the university library and its patrons and may reveal how best librarians can assist new and potential library patrons in using library resources. In Nigeria, Omeluzor, Imam and Gbemi-Ogunleye (2018) investigated contemporary media for library users' instruction in academic libraries but limited to South-West of Nigeria. That study set the tone for this survey since no literature has shown the use of contemporary media in library instruction and services in the federal university libraries in South-South geo-political zone of Nigeria. Considering the homogeneity of library patrons and their varied needs, this study is therefore designed to fill a gap with a view of providing theoretical approaches. This study is guided by the following research questions:

*   What are the contemporary media adopted for library instruction and services in federal university libraries in South-South geo-political zone of Nigeria?

*   What is the frequency of use of contemporary media for library instruction and services in federal university libraries in South-South geo-political zone of Nigeria?

*   What are the challenges facing the use of contemporary media for library instruction and services in federal university libraries in South-South geo-political zone of Nigeria?

One wonders how you are going to provide theoretical approach without relying on a particular theory yourself nor formulating any hypothesis.

Literature Review

Library instruction is provided in different ways to different sets of library users to enhance their research skill. Literature showed the effect of library instruction and orientation in university libraries (Shen, 2016). Some studies have revealed the challenges of library instruction (Ogunmodede and Emeahara, 2010; Suleiman, 2012; Esse, 2014). In fact, the study of Atarodi, Alami and Saeed (2015) on the impact of library instruction on medical students in the use of library resources showed that 87 percent of the students in that study mentioned that training in the use of library had a positive effect on their knowledge in using databases and existing resources in their resource centers. Also, 74 percent of the students indicated that library instruction influenced them to visit the library and medical information databases. Literature such as Madukoma, et al. (2013), Esse (2014) Ullah and Ameen (2014) and Omeluzor, et al. (2017) showed the use of traditional methods for library instruction to new and potential library users in the past. Among these studies, none has shown the adoption and use of contemporary media for the delivery of library instruction and services to the library patrons.

A study by Madukoma, et al. (2013) on library instruction and academic performance of undergraduates at Babcock University, Nigeria revealed that library instruction has positive effect on Undergraduates in knowing where to search for information in the library (X = 3.30, SD = 0.82). Although, the study focused only on the effect of the methods used and the extent to which instruction was given to the users. The study by Madukoma, et al. did not reveal any plan of instruction beyond classroom teaching, one-on-one mentoring, tutorial

and orientation. In the use of social media for library instruction, Suraweera (2016) claimed that the use of online social networks by libraries and information centers have increased and is common among new and old library users. Similarly, Omeluzor, Oyovwe-Tinuoye and Imam's (2016) study on the use of social networking tools in library service delivery in South-West of Nigeria showed some significant effects of social media on the delivery of services to the library patrons. Among these studies, not any has indicated the use of contemporary media for library instruction and delivery of services in university libraries in South-South of Nigeria. The gap in literature on the use of contemporary media for library instruction and delivery of services in university libraries in South-South of Nigeria require an extensive research to buttress the impact of contemporary media on the dynam]ic users' community. A few study such as Habib (2006) and Kim and Abbas (2010) have also emphasized the use of Web 2.0 tools for library user instruction; however, its adoption and use among federal university libraries in Nigeria is yet to be ascertained in literature showing a lacuna.

The study of Head (2013) has shown that university students used the services of librarians less often (14 percent) in their research which is an evidence of students' dependence on contemporary media. Stephens (2016) reported that students relied on librarians infrequently, if ever, whether they were conducting research for coursework or for personal use. Further results in Head (2013) necessitate the need for the adoption of contemporary media since fewer students (11 percent) in the sample require assistance from librarians, 7 percent wrote center staff for help, 5 percent turned to librarians for help evaluating information for personal use, while 70 percent frequently turned to social networks, such as Facebook on information-seeking for personal needs. Furthermore, findings in Head's study showed that search engines such as Google received the highest patronage with 95 percent while friends had 87 percent as sources consulted by students for information. The finding may be attributed to the fact that the users are tilting towards technology and contemporary media in meeting their information needs.

A recent study by Omeluzor, Alala and Omeluzor (2019) revealed a significant approach of library instruction that was adopted at Clifford University Owerrinta, Nigeria. The approach is pedagogical in nature, combining ICTs and some contemporary media in teaching which exposed the learners to various ways of using ICT tools in learning and research. The approach adopted at Clifford University is a paradigm shift from the customary to setting a new standard for library instruction in Nigeria. Adoption of contemporary media will enable librarians to use

multimedia in teaching, delivery of services and dissemination of information to new library users. Also, users would have the opportunity to ask questions with which, answers will be provided instantly. Considering the nature of the 21st century library users and advancement in the use of ICT in library services, there is no contradiction of librarians' adoption of contemporary media imbedded in Web 2.0 for the instruction and delivery of services to the library users.

The use of Web 2.0 tools is becoming common in some libraries for instruction and service delivery (Kim and Abbas, 2010). Web 2.0 is a web-based technology that enables users to connect, communicate and collaborate with one another, forming on-line socialites and communities. Such technologies include Blogs, Wikis, RSS feeds, Audio-podcasting, content syndication, social book marking, tagging, social networking, multimedia sharing, bibliographic reference managers, chat, messaging and video conferencing (Kim and Abbas, 2010). The use of Web 2.0 tools for library user instruction would form an innovative hub for the library to take its services to the users who would be fascinated for receiving information that is disseminated through a more attractive and acceptable medium. According to Habib (2006), the introduction of Web 2.0 tools into library web sites encourages interaction or communication between users and the library thus expanding the library services to users located away from the physical institution. This study focuses on the use frequently asked question (FAQ), Text message, ask a Librarian, website, library Blog and OPAC for library instruction and services in university libraries in South-South geo-political zone of Nigeria.

One contemporary media that can be used for library instruction and services is FAQ. FAQ is a service though not a media but has preconceived answers to hypothetical questions of problems that are usually encountered by library users. FAQ contain list of questions and relevant answers that are expected to provide solution to whatever query a library user may have. For instance, if one encounters difficulty in finding where to access an information material while using a library online public access catalogue (OPAC) such answer can be provided using the OPAC's FAQ. The answer to the query may lead the user where to find the needed document. FAQ can also be created for effective use of the library's institutional repository, electronic databases and other services provided by university libraries. The difference between FAQ and Ask a Librarian is that the latter requires librarians' engagement with the library users, while the former provides already prepared supposedly questions and corresponding answers (Omeluzor, Imam

and Gbemi-Ogunleye, 2018). In the library, FAQ may include questions such as: How can I access the OPAC, how can I register to use the library, Does the library provide online support to its users, among others. Questions of this nature among others are usually asked on FAQ and followed with relevant answers to guide the users in achieving their desires (Omeluzor, Imam and Gbemi-Ogunleye, 2018). Libraries that create FAQ as media for instruction and services may support their users beyond the library building and opening hours.

Online Public Access Catalogue

Online Public Access Catalogue (OPAC) is a tool and feature of an integrated library system (ILS) that holds all processed bibliographic records of a library. It is a tool that provides on-the spot services and access to information materials in a library. OPAC may be local or Web-based. Locally hosted OPAC is usually accessible via an institution's Intranet and only accessible to library patrons that are within a university's network. On the other hand, a Web-based OPAC is accessible to everyone that is connected to the Internet and is usually accessible through a Universal Resources Locator (URL). A URL is a Web address that gives access to the OPAC system on the Internet. Emerging developments in library operations and the need to provide prompt and adequate information to the library patrons has brought about the implementation and use of OPAC in university libraries. A well customized OPAC would include feature that can be used to instruct and provide services to the library patrons on how to use both the OPAC and other library services. OPAC is helpful to know the availability and location of requisite documents in a library (Thanuskodi, 2012). Fabunmi and Asubiojo (2013) reported that the use of OPAC has increased in academic libraries in Nigeria. However, observation has shown that library patrons require certain amount of skill and knowledge to use the OPAC system effectively which can be achieved through instructing library patrons about the OPAC.

Text message

Text messaging also known as small message service (SMS) has become a practicable medium of information sharing among people. In Nigeria, the granting of approval to mobile technology providers such as MTN, Globacom and Airtel among others by the Nigerian Communication Commission (NCC) to handle telecommunication operations has increased the use of cell phones for communication and information sharing among friends, associates, colleagues, and

organizations. Nigerian telecommunication sector has witnessed a major turnaround in recent years which has given opportunity for businesses, marketers and educational institutions to provide services through SMS. SMS a Librarian has been customized to become part of the Ask a Librarian service at South bank Institute Library which includes e mail, phone and live chat access for students and staff (Herman, 2007). University libraries can exploit this means to provide library instruction, information, and services to its new and potential users. Omeluzor, Imam and Gbemi-Ogunleye (2018) noted that SMS are sent in bulk and singly to recipients. Bulk SMS are sent to a larger number of homogenous recipients while a single SMS is sent to a single recipient. SMS are cost effective with reduced amount especially when it is sent as bulk, thus, the library can use the service to instruct its users. SMS services can also be used to inform the library patrons about services that are available, up-coming events to keep them up-to-date and to remind patrons of overdue materials. Study showed the use of SMS at Sims Memorial Library at Southeastern Louisiana University known as: "Text a Librarian," a service that enables Southeastern students, faculty, and staff to use the text message feature of their cell phones to send questions and receive answers from the library (Hill, Hill and Sherman, 2007). Herman (2007) in his paper titled: "SMS reference: keeping up with your clients" found out that implementing SMS reference service allow the library the opportunity to communicate students via a familiar accessible service. By adding this contemporary service to reference services, users are now able to send questions and receive answers from Southbank librarians by using the text messaging facility on their mobile phones (Herman, 2007).

Ask a Librarian

Ask a Librarian is a reference service provided by the library through the library website. It is a platform designed for users to ask questions, make inquiries and request for answers for specific services from librarians. Ask a Librarian is a live virtual reference service that offers online reference assistance to library users no matter the geo-political location. It also enhances communication between the users and Reference Librarian who receives such queries and provides direct answers to the users. The service engages the Reference Librarian with the library users on a 24/7 basis. One of the major advantages for the service is that it is real-time and users rely on the librarian to solve their information challenges. However, 'Asks a Librarian' in the digital age can be programmmemed using information system that will service the users by responding to their queries. Although some university libraries

now use Ask a Librarian for library user instruction both in international universities and Nigeria. For examples, University of Michigan Library, University of Illinois at Urbana-Champaign Library, University of Lagos and Federal University of Technology, Akure in Nigeria have reported using Ask a librarian to provide services to their library users. Also, Seattle Public Library reported using Ask a librarian feature to respond to users' query as well as instructing library users. However, no study has shown any evidence of the use of Ask a librarian in federal university libraries in South-South geo-political zone of Nigeria.

Website

Website has become an avenue used by universities, organizations and individuals for communication, information sharing and dissemination to people through the Internet. Website is a useful medium on the Internet for the communication of information to a wider populace. Website can be hosted by an organization or individual. The purpose of a website is to provide current and relevant information to those who visit a site. Almost all academic institutions and businesses around the world use website to inform and advertise their products and services. According to Omeluzor, Imam and Gbemi-Ogunleye (2018) website is the most current and seriously in vogue in all the institutions because it is a way of placing the institution on the global map. Virtually every medium of communication depends on the website to perform. Although, website provides information about an organization, its philosophy, vision and mission and pictures, but sometimes may not present a true picture of what an organization represent in real life. University website is a good platform for the library to deliver instruction and services to library patrons since it attracts a lot of visitors. University libraries today use their parent institution's websites to provide information and services to their clients on the Internet. Such could be achieved by creating a library webpage on the university website for Ask a Librarian and FAQ that will help in providing answers to certain questions that may bother library users. Library webpage can be designed with user oriented services such as user instruction services, current awareness services, FAQ, and link to OPAC and external databases. That will help library users to access instructional services that may assist them to use available library services with ease.

Library Blog

Blogging is an online platform for information sharing and dissemination. An individual, institution and organization can create

Blog page on the Internet to reach out to people, business associates and non affiliates. University library can use the Blog as an 'online notice board' for posting of notices about their activities and up-coming events for its library patrons. Blog can be created using Google and WordPress applications and hosted freely on the Internet. Blog provides platform for online interaction between the host and visitors with feedback mechanism. The host has the administrative right of posting information while the visitors respond which serve as feedback. The use of Blog for library instruction and service delivery would help the library to interact and assist the patrons with a feedback which would help them solve their information needs. Blogging is a potential medium for the university library to communicate effectively with its patrons in this digital era (Omeluzor, Imam and Gbemi-Ogunleye, 2018). There is evidence on the Internet of some universities in Nigeria and other countries of the world of Blog pages. For example: University of Nigeria Nsukka, University of San Diego School of Law, Cornell University and Duquesne University School of Law are examples of universities using Blog. Among these universities, no study has shown the use of Library Blog for library instruction and services in federal university libraries in South-South geopolitical zone of Nigeria.

Challenges of contemporary media for library instruction and services

The advent of Internet and contemporary media in information management brought some challenges to the university library all over the world. Khan and Bhatti (2012) reiterated that the emergence of new information and communication technology, Internet, World Wide Web pose new challenges for library professionals. The solution to such problems may be to adopt new technologies for the advantage of university libraries. Some of the challenges are discussed as follows:

Inadequate Internet access

Internet has changed the way and manner information is accessed in the university library. Availability and access to the Internet is a major challenge in some university libraries in Nigeria which affects information services (Echezona and Ugwuanyi, 2010; Ani, 2010; Abubakar and Diyoshak, 2015). According to Quadri (n.d.) inadequate work stations, system breakdown and slow speed of sever are some of the challenges facing use of Internet in libraries in Nigeria. Otunla (2013) affirmed that non availability of Internet connectivity around university campus; inadequate data subscription; constant breaking down of Internet services, slow connectivity and downloading are major

constraints to non-access to the Internet in academic institutions in Nigeria. In addition, Bhatti (2010) decried inadequate IT infrastructure in libraries as a major problem of Internet access in university libraries. With these challenges hindering Internet use in university libraries in Nigeria, it may be difficult to use contemporary media for library instruction and services.

Unreliable power supply

Effective use of library ICT infrastructure is greatly dependent on electricity supply. Inadequate or unreliable power supply affects the use of ICT facilities because ICTs are electronically driven. Edegbo (2011) stated that irregular public power supply means that ICT facilities cannot be used for instruction whenever there is power failure. Corroborating, Adetola and Okeoghene (2016) in their study on social media usage by library staff in university libraries found out that 55 percent of the respondents agreed that irregular power supply was a constraint to the use of social media. Irregular power supply has remained a major challenge facing students and academic staff on the use of the Internet in Nigeria libraries (Shehu, Urhefe and Aworo, 2015). Adebayo and Adekunjo (2013) stressed that lack of power supply is a major setback for the development of academic digital libraries in Nigeria. Unreliable power supply has remained unabated and its effect has been tremendous on academic library services.

Inadequate training in the use of contemporary media

Training of both librarians and library users in the use of contemporary media is important in order to enjoy the best services it would offer. The study of Bamidele, Omeluzor, Imam and Amadi (2013) showed that training of library assistants in academic library is essential for them to perform their duty effectively. The users of the university library in this 21st century are heterogeneous and dispersed at different geographical locations. This scenario   makes the use of contemporary media for library instruction and services inevitable. Omeluzor, Imam and Gbemi-Ogunleye (2018) stated that since the library is facing continuous change with the adoption of technology, university libraries must also be prepared to adapt to the changes brought to it. There is the need to re-equip the Nigerian public library services and training of librarians on the use of contemporary media and electronic library services for optimal performance and quality service delivery (Eze, 2013; Ali, Yakub, Nweke and Makintami, 2014). Training will enable librarians to acquire necessary skills that will enable them to use contemporary

media for library instruction and the delivery of services to the patrons. The study of Opeola and Solarin (n.d.) showed that inadequate training of librarians in the use of contemporary media is a problem for effective service delivery.

Inadequate skill

Information technology skill for the effective use of contemporary media is important for librarians to be able to use cutting edge technologies to provide library instruction and services to the library patrons. Skill to manipulate ICT tools is indeed an advantage in information and technology saturated environment. Adetola and Okeoghene (2016) stated that since libraries thrive on modern technologies; librarians are saddled with the responsibility of acquiring new skills and knowledge on the application and use of contemporary media. Inadequate ICT skills and knowledge on the part of librarians may affect their level of assistance to the library users. Lack of skill in ICT is undermining the use of contemporary media for the provision of library instruction in university libraries. Oparah (2006) argued that the contents of library and information science curricula are generally lacking in the application of ICT. Haliso (2011) suggested that training the academic librarians to acquire appropriate skill and fully using ICTs is very vital. This will enable librarians to adequately utilize contemporary media for library services. According to Bhatti (2010) inadequate trained and skilled personnel and insufficient communication skill contributed to non use of contemporary media by librarians. Khan and Bhatti (2012) therefore recommended that LIS curriculum must be re-structured keeping in view the new technological trends in the profession and demand of job market in this digital era.

Among all the studies directed at proffering solution to the challenges of library instruction and service delivery, not a handful of empirical study has been done on the use of contemporary media for library instruction in Nigeria. Omeluzor, Abayomi and Gbemi-Ogunleye (2018) suggested the use of dynamic approach in strategizing the use of contemporary media in university libraries. This current study harps on that study to investigate the application of contemporary media such as ask a librarian, frequently ask question (FAQ), text message, website, library Blog and OPAC as discussed below in federal university libraries in South-South geo-political zone of Nigeria.

Method

This study investigated the use of contemporary media for library instruction and services in Federal University Libraries in South-South geo-political zone of Nigeria. The study adopted a survey research design. A purposive sampling technique was used to select all the Federal Universities in the South-South geo-political zone of Nigeria. There are six (6) federal universities with a total population of 93 librarians as shown in Table 1. The sampling technique used was total enumeration. This was because the entire population of 93 librarians was considered appropriate in achieving the purpose of the study. According to Iwuanma, Ohen, Ogbebor and Onwuegbu (1992), an entire population can be used as the sample in a study when time and resources are available and when the study seeks specifically to determine attributes of the population. The instrument for data collection was a questionnaire titled: Questionnaire on the use of contemporary media for library instruction and services in Federal University Libraries in South-South geo-political zone of Nigeria (See Appendix 1). The instrument has four sections. Section A covered the demographic information of the respondents. Section B, C and D provided information on the contemporary media used, level of usage and the challenges of its use for library instruction and services. Section B, C and D were adopted from a similar study conducted by Omeluzor, Imam and Gbemi-Ogunleye (2018).

Use of School Library and Students' Satisfaction in two Secondary Schools in Minna, Niger State.

by

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Abstract:

This study investigated the use of school library and students' satisfaction in two secondary schools in Minna, Niger State. Survey research design was adopted for the study. The total population for the study was three thousand nine hundred and seventy-two (3,972) and a sample size of three hundred and fifty (350) was selected for the study. Questionnaire was used as the instrument for data collection. The study revealed that majority of the respondents mainly use the school libraries to do assignments and read personal books. The study equally revealed that most of the materials such as dictionaries, children's' Britannica Britannica, textbooks on science, languages and commercial subjects, poetry books, story books, novels and government documents were available in the libraries. On the other hand, resources such as pamphlets, maps and atlases, encyclopaedia BritannicaBritannica, yearbooks, magazines, newspapers and audio-visual resources were not available in the School Libraries studied. Low level of satisfaction with the library services and use was revealed. The study therefore, recommended among others that the students should be encouraged to borrow library resources and visit the library frequently in order to increase their level of library usea nd satisfaction.

Keywords: User Satisfaction, School Library, Secondary Schools, Use of library

Introduction

It is obvious that no institution of learning can exist without a library and this is the reason secondary schools are not an exception. School libraries are natural home of maker space for K-12 Education (Daley and Child, 2015). This means that a school library houses and share information that helps to support the curriculum activities of the school. According to Oyedum (2006) libraries located in primary and secondary schools, grammar and trade schools, comprehensive schools, teachers training colleges and technical colleges are called school libraries. The term school library is also used to cover all types of information resources or collection of materials in schools. The term is used in Nigeria and other developing countries and even in the United Kingdom(U.K) mainly as a generic term but in United State of America (USA) it is referred to as school learning resource centres or school media resource centres.

Apeji (2009) stated that one of the major goals of a post-secondary school library is to instigate a love for reading-to promote a reading culture among its users and the library can achieve this by making available and accessible a set of books, magazines as well as audio-visual materials, provision of conducive atmosphere for writing, storytelling, reading research, availability of study skills on how to locate books and make best use of these libraries. A quality school library within a 21st century learning environment, includes instructional leadership, curriculum design, information in books and online resources, reading and literature consultancy, and services that foster best practice in teaching and learning (O'Connell, 2017).

NSW Department of Education (2015) stated that school libraries have a responsibility for provision and management of collection which are:

i. Reflecting government policies related to equity;

ii. Involvement in selecting, acquiring and organizing contemporary materials to support the school curriculum;

iii. Formulating selection and acquisition policies which ensures that resources are relevant to quality teaching and learning programmed and

iv. Operating relevant and efficient library systems to make resources available.

The National Policy on Education (2013) acknowledged school libraries by stating that; library is the heart of education enterprise and also one of the most important educational services. Therefore, Federal Capital Territory(FCT)/States and Local Government Areas as well as proprietors of schools shall establish functional libraries in accordance with the established standards and actively promote reading culture in all their educational institutions and they shall make provision for the training of information professionals (Librarians) for these services and finally weekly library period shall be made part of the school curriculum, in order to aid learning activities. In spite of the above, some school libraries could still be performing beneath the roles stated in the 2013 National Policy on Education in Nigeria.

Statement of the Problem

Secondary schools are established in order to inculcate educational values into students. This would improve the living standard of the students and make them better citizens of the country. To achieve this objective, it is essential to establish functional school libraries in the Nigerian post primary schools to aid and support the education and knowledge activities in the school. State Government in order to develop secondary schools disburse fund used in establishing libraries in the schools. The huge amount of money spent by the state government in establishing secondary schools and their libraries demands that there should be adequate use of library in secondary schools. However, the school libraries in Niger State are not properly utilised by the students. Observing this situation is disturbing and calls for an investigation since underutilisation of these libraries affect their academic performance and so the need to investigate the use of school library and students' satisfaction in Maryam Babangida Girls' Science College and Government Girls' Secondary School in Minna, Niger State, becomes a necessity.

Objectives of the Study

The main objective of the study is to investigate the use of school library and students' satisfaction in two secondary schools in Minna, Niger State. Specifically, the objectives are to:

1. assess the materials available in secondary school libraries;

2. identify the purpose students use the school libraries;

3. ascertain the level of students' satisfaction with the school library services in the studied secondary Schools, and

4.   identify the factors militating against effective use of school libraries.

Literature review

School Libraries are used by students for various reasons ranging from assignments, examinations, test, leisure etc. According to Adebamowo (2011) students mostly make use of the library for more than one purpose, out of the 200 respondents he studied, 112(56%) use the library to consult personal books brought from home, while 42(21%) of the population borrowed books kept in the library. There was very low patronage of the clients in consulting newspapers, 7(3.5%), 14(7%) use the library to do class assignments, while 11(5.5%) browse from beginning to end of the collections without borrowing any. Adebamowo concluded that if school libraries are not properly used by secondary school students, the library is as good as wasted. Benard and Dulle (2014) stated that textbooks, novels, poetry books, atlases and maps, dictionaries and audio-visual resources are materials available in school libraries used by students.

Similarly, Akanya (2012) also revealed that most school libraries in the Federal Capital Territory were stocked with outdated and irrelevant publications. Akanya also discovered that out of 131 respondents, 51% indicated availability of textbooks, 6.3% indicated fictions, 9.1% indicated novels, 11.9% indicated dictionaries and encyclopaedia, 2.8% indicated reference materials, 1.3% indicated audio-visual materials and in all schools surveyed, it was discovered that none of them had realia.

In the same vein, Benard and Dulle (2014) in their study on "Assessment, Access and Use of School Library Information Resources by Secondary School Students in Morogoro Municipality, Tanzania" these revealed that most respondents 97.1% indicated not satisfied with audio-visual services, 93.5% indicated not satisfied with newspapers/magazines, 80.7% reported not satisfied with poetry, 79.9% indicated atlases and maps, 65% indicated dictionaries, 64.2% stated textbooks, while 61.4% indicated not satisfied with novels. This shows that information resources found in school libraries do not satisfy students' academic needs.

The effectiveness of library use by secondary school students is of great concern to every stakeholder in Nigeria particularly Niger State and several studies have addressed the factors facing the use of School libraries. For example, Adebamowo (2011) in his study revealed that school libraries are not appropriately used due to lack of library materials, inadequate space and unskilled library staff. All these are

accountable for the ineffective use of school library resources by secondary school students. Ode (2013) on the other hand, revealed thatmany factors preventing the use of school library resources by secondary school students are lack of qualified librarians to assist students and lack of instructional materials also stands as impediment to library use.

Similarly, O'Connell, Bales and Mitchell (2015) stated that the most significant impediment identified to be affecting school libraries are limited budgets for purchasing e-books for establishing e-books infrastructure, insufficient regular access to suitable devices for sustained reading and lack of suitable content. The issues are in three main categories:E-book genre and purpose;The infrastructure required to make e-book accessible;The technology required to read the text.

Methodology

The research design adopted for this study is the descriptive survey design. This was used because survey type of research is characterised by population and sample size as well as the use of data collection instrument. The total population of the study is 3,972 from both schools out of which 350 students were randomly selected from Maryam Babangida Girls' Science College and Government Girls Secondary School, Minna. The sample size was based on Krejce and Morgan Table (1970) which stated that for a population of 4,000, 351 sample size is adequate. Based on their table, 350 sample size was adequate and used for the study. Structured questionnaire was the instrument used for data collection. The data generated through the use of questionnaire was organised, analysed and presented in frequency distribution tables.

Data Analysis and Discussion

Table 1: Materials Available in the School Libraries Studied

Library Materials Considered	M.B.G.S.C, Minna				G.G.S.S, Minna			
	Available		Not Available		Available		Not Available	
	FQ	(%)	FQ	(%)	FQ	(%)	FQ	(%)
Dictionaries	105	100%			175	100%	-	-
Encyclopaedia Britannica ′s	-		105	100%	-	-	175	100%
Yearbooks	-		105	100%	-	-	175	100%
Maps and Atlases	-		105	100%	-	-	175	100%

Library Materials Considered	M.B.G.S.C, Minna				G.G.S.S, Minna			
	Available		Not Available		Available		Not Available	
	FQ	(%)	FQ	(%)	FQ	(%)	FQ	(%)
Textbooks on science subjects	105	100%	-	-	175	100%	-	-
Textbooks on commercial subjects	105	100%	-	-	175	100%	-	-
Textbooks on languages	105	100%	-	-	175	100%	-	-
Children's Britannica	72	69%	33	31%	-	-	175	100%
Poetry books	105	100%	-	-	175	100%	-	-
Magazines	-	-	105	100%	-	-	175	100%
Newspapers	-	-	105	100%	-	-	175	100%
Pamphlets	-	-	105	100%	-	-	175	100%
Story books and Novels	105	100%	-	-	175	100%	-	-
Government Documents	95	90%	10	10%	-	-	175	100%
Audio -visual materials	-	-	105	100%	-	-	175	100%

Key: M.B.G.S.C = Maryam Babangida Girls' Science College, Minna
  G.G.S.S   = Government Girls' Secondary School, Minna.

Table 2 revealed that in Maryam Babangida Girls' Science College, Minna, all the respondents, 105(100%) indicated availability of dictionaries, textbooks on science, languages and commercial subjects, poetry books, story books and novels in their School Library, while 72(69%) of the respondents disclosed availability of children's Britannica Britannica, 95(90%) indicated availability of government documents, whereas encyclopaedia Britannica, year books, maps and atlases, magazines, newspapers, pamphlets and audio-visual materials are not available in Maryam Babangida Girls' Science College, Minna School Library.

Similarly, in Government Girls' Secondary School, Minna, all the respondents 175(100%) indicated availability of dictionaries, textbooks on science, languages and commercial subjects, poetry books, story books and novels in their School Library. However, all the respondents, 175(100%) revealed that encyclopaedia Britannica, year books, maps and atlases, magazines, newspapers, pamphlets, children's Britannica, government documents and audio-visual materials are not available in their School Libraries.

Table 2: Purpose of using the libraries in the two schools studied

Statements	M.B.G.S.C, Minna		G.G.S.S, Minna	
	Frequency	**Percentage (%)**	**Frequency**	**Percentage (%)**
For leisure	18	17%	36	20%
To do Assignments	97	92%	140	80%
For reading	85	81%	81	46%
To read newspapers	-	-	-	-
To read personal books	75	71%	146	83%
To meet with friends	-		-	
As hiding place	-		-	

Key: M.B.G.S.C = Maryam Babangida Girls' Science College, Minna
G.G.S.S   = Government Girls' Secondary School, Minna.

Table 1 shows that in Maryam Babangida Girls' Science College, 97(92%) of the respondents use the library to do assignments, 85(81%) stated they use the library for reading, 75(71%) reported to read personal books, while 18(17%) disclosed they use the library for leisure.

Similarly, in Government Girls' Secondary School, Minna 146(83%) of the respondents indicated they use the library to read personal books, 140(80%) of them revealed they use the library to do assignments, 81(46%) of them stated for reading, while 36(20%) of them indicated for leisure. This shows that majority of the respondents in the two schools

purposely use the library for assignments, for reading and to read personal books.

Table 3a: Level of Users' Satisfaction with the Services and Use of School Library in Maryam Babangida Girls' Science College, Minna.

Statements	Level of Users' Satisfaction									Remarks
	Very high		High		Low		Very low		Not available	
	FQ	(%)	FQ	(%)	FQ	(%)	FQ	(%)	FQ	(%)	
Audio -visual services	-	-	-	-	-	-	-	-	105	100%	**NA**
Library hour services	-	-	-	-	30	28%	76	72%	-	-	**VL**
Borrowing of books	-	-	13	12%	69	66%	23	22%	-	-	**L**
Library orientation	-	-	14	13.3%	65	61%	26	24.8%	-	-	**L**
Library materials	19	18%	15	14.3%	26	24.8%	45	42.9%	-	-	**VL**
Library staff - students relationship	12	11.4%	21	20%	48	45.7%	24	22.9%	-	-	**L**
Library furniture provision	-	-	25	24%	62	59%	18	17%	-	-	**L**
level of users satisfaction with the services and use of school library	4	3.8%	13	12.3%	43	41%	30	28.6%	15	14.3%	**L**

Key: FQ=Frequency, %=Percentage, VL= Very low, L=Low and NA=Not available.

Table 3a revealed that in Maryam Babangida Girls Science College, Minna, all the respondents 105(100%) indicated non-availability of audio-visual services in their School Library indicating it has very low satisfaction, 76(72%) of them stated very low level of satisfaction with library hour services, 69(66%) revealed low level of satisfaction with borrowing of books, 65(61.9%) disclosed low level of satisfaction with library orientation, 45(42.9%) reported very low level of satisfaction with library materials, 48(45.7%) stated low level of satisfaction with library staff-students relationship, while 62(59%) of them indicated low level of satisfaction with library furniture.

Table 3b: Level of Users' Satisfaction with the Services and Use of School Library in Government Girls' Secondary School, Minna

Statements	Level of Users' Satisfaction										Remark
	Very high		High		Low		Very Low		Not available		
	FQ	(%)	FQ	(%)	FQ	(%)	FQ	(%)	FQ	(%)	
Aud io-visual services	-	-	-	-	-	-	-	-	175	100%	NA
Library hour services	13	7%	35	20%	85	49%	42	24%	-	-	L
Borrowing of books	-	-	32	18%	78	48%	65	37%	-	-	L
Library orientation	-	-	41	23.4%	58	33.1%	76	43.5%	-	-	VL
Library materials	19	11%	52	30%	35	20%	69	39%	-	-	VL
Library staff - students relationship	18	10.3%	30	17.2%	86	49.1%	41	23.4%	-	-	L
Library furniture provision	-	-	28	16%	96	55%	51	29%	-	-	L
level of users satisfaction with the services and use of school library	7	4%	31	18%	63	36%	49	28%	25	14%	L

Key: FQ=Frequency, %=Percentage, VL= Very low, L=Low and NA=Not available.

Table 3b revealed that, in Government Girls Secondary School, Minna, all the respondents 175(100%) indicated non-availability of audio-visual services in their School Library indicating it has low satisfaction, 85(49%) of them indicated low level of satisfaction with library hour services, 78(48%) revealed low level of satisfaction with borrowing of books, 76(43.5%) reported very low level of satisfaction with library orientation, 69(39%) stated very low level of satisfaction with library materials, 86(49.1%) disclosed low level of satisfaction with library staff-students relationship, while 96(54.9%) of them indicated low level of satisfaction with library furniture.

Generally, majority of the respondents from the two schools 63(36%) and 43(41%) indicated low level of satisfaction with the library services and use, 30(28.6%) and 49(28%) of them indicated very low level of satisfaction with library services and use, 31(17.7%) and 13(12.3%) of them indicated high level of satisfaction with library services and use, 4(3.8%) and 7(4%) of them stated very high level of satisfaction with the use of their school libraries. However, 15(14.3%) and 12(14.3%) of them disclosed non-availability of audio-visual services in their libraries; invariably showing very low of satisfaction with the services and use of school libraries.

Table 4: Factors Affecting Effective Use of School Libraries

Statements	M.B.G.S.C, Minna		G.G.S.S, Minna	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Inadequate library materials	85	80%	147	84%
Location of the library	46	44%	31	18%
Low relationship with Library staff	41	39%	23	13%
Library opening and closing hours	89	84%	121	69%
Inadequate library orientation	53	50%	69	39%
Inadequate library infrastructure(reading chairs and tables)	78	74%	104	59%

Key: M.B.G.S.C = Maryam Babangida Girls' Science College, Minna
      G.G.S.S = Government Girls' Secondary School, Minna

Table 4 revealed that in Maryam Babangida Girls' Science College, Minna, 89(84%) of the respondents indicated that library opening and closing hours affect their library use, 85(80%) of them disclosed inadequate library materials as a factor that affects their library use, 78(74%) reported inadequate library infrastructure such as reading chairs and tables, 53(50%) stated inadequate library orientation, 46(44%) revealed location of the library, while 41(39%) indicated low level of relationship with library staff as factors affecting effective use of their School Library.

In the same vein, in Government Girls' Secondary School, Minna, 147(84%) of the respondents indicated inadequate library materials as a factor affecting their use of School Library, 121(69%) stated library opening and closing hours, 104(59%) reported inadequate library infrastructure such as reading chairs and tables, 69(39%) disclosed inadequate library orientation, 31(18%) revealed location of the library, while 23(13%) indicated library staff as factors affecting effective use of their School Library.

Discussion of the Findings

The result from the study showed that majority of the respondents indicated the availability of dictionaries, textbooks on science subjects, languages and commercial subjects, poetry books, novels, story books, children's Britannica and government documents in their school libraries. However, pamphlets, encyclopaedia Britannica, yearbooks, magazines, maps and atlases, newspapers and audio-visual materials were not available in their School Libraries. This is probably because school libraries of today are not adequately funded by the government at all levels. Thus, the libraries are not properly equipped to satisfying the students' information needs and the libraries are not integrating all media in one centrally located complex: television broadcast, photocopying, computer stations, displays, maps etcetera.

The study revealed that the purpose of using the school library by the respondents is mainly to do assignments. Some good number indicated they use library for reading and to read personal books. This could be because these category of library users are senior secondary students who are reading hard in order to cover their syllabus before their final examination in Senior Secondary School (SSS3).

The study equally revealed low level of satisfaction by students with the use of their School Library and services offered by the library. This is not surprising since the libraries are not adequately equipped. Again, the nonchalant attitudes of principals and staff of the Schools towards provision of adequate library services to promote the academic activities of the Schools is another factor that could cause low level of use satisfaction among the students. This is contrary to Bhatt (2013) view which stated that satisfaction level of library users depends mainly on a successful library services with important library and information resources and library staff accommodating approach".

It was disclosed in the study that the major factors affecting effective use of School Libraries by the respondents are inadequate library materials, inadequate library infrastructure such as reading chairs and tables, inadequate library orientation and library opening and closing hours. This could be as a result of the principals and teachers of the schools not paying much attention to the provision of more and up-to-date information materials, not having a regular check-up on the library infrastructure, not organising regular library orientation to educate students on the use of school library and the inability of the school management to extend the library hour services to make it more convenient for them to use their School Libraries.

Conclusion

This study has confirmed that no library can achieve its aim and objectives satisfactorily without the provision of adequate and relevant information resources made available and accessible to its target users. In Maryam Babangida Girls' Science College and Government Girls' Secondary School Minna, libraries were available but not adequately stocked with information materials and students were not given adequate orientation on the use and importance of school libraries. This has hindered them from visiting the library for no other reasons apart from using it for assignments and to read personal books. Inadequate chairs and tables, library opening and closing hours affected use of the School Libraries; hence low level of satisfaction by the students with the services and use of their School Libraries was recorded. This however, would definitely have negative effect on the general academic performance of the students and their personal development in the society.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Seminars, workshops and user's education programmes or orientation could be organized for both old and new students for proper use of the library. Students' purpose of using school libraries might go beyond assignments and reading personal books if proper library orientation is given to them.

2. The management of Secondary Schools should provide information materials, such as Pamphlets, Encyclopaedia Britannica, Yearbooks, Maps and Atlases, Magazines, Newspapers as well as Audio-visual materials in school libraries as a matter of necessity, in order to boost the use and level of satisfaction of the users.

3. The level of users' satisfaction with the services and use of school library could be increased by extending the library opening hours to enable students use the library in the evening. Also, library staff/students'relationship should be encouraged to enhance effective utilization and students should also be allowed to borrow books especially those students who cannot afford to buy one. Also, the school library management should focus and provide solutions to those factors identified in the study which could influence the effective utilization of school libraries by secondary school students.

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