

Role of School Library for Effective Teaching and Learning among Primary School Teachers in Sabon Gari Local Government Area, Kaduna State

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Abstract:- The study investigated the Role of School Library for Effective teaching and learning among Primary School Teachers in Sabon Gari Local Government Area, Kaduna State. Two Objectives guided the research work which includes; to identify the roles of school library for effective teaching and learning in Sabon Gari Local Government. To identify the challenges of school library for effective teaching and learning in Sabon Gari Local Government. Survey research design was adopted for this study. The population comprises teachers in three (3) Primary Schools of Sabon Gari Local Government Areas, which include; Saidu Model Primary School, Amina Primary School and Kallon Kura Primary School. A total number of 99 primary school teachers were drawn from three schools as sample size. The instrument used for data collection was questionnaire. Frequency counts and percentages were used to analyze the data collected. The study found out that the major role of school library for effective teaching and learning are Enhancement of information literacy skills, Increase reading skills, support pupil achievement, helps students to meet core curriculum content standards, Impact on positive attitudes towards learning, and to enhance school setting. The study find out that Inadequate Staffing, Unqualified library personnel, Inadequate funding, Physical facilities, Poor quality of school library resources, Inadequate current reading materials, Poor library orientation, Lack of national policy for school library, Restrictions on numbers of books, Lack of computers and internet connectivity, Location of school library, Lack of adequate materials, Insufficient awareness, and Absence of library and information services were the commonest challenges facing school library in primary school in Sabon Gari Local Government Area, Kaduna State. The study concluded that the role of school library is very crucial to learning as it provides the rudiments to learning; gives information that can change people's lives to a better one, encourages students to study, learn and achieve

better results as well as provides confidence to look for information on their own at different levels. School library provides the atmosphere for self-education and self-development of individual students and public in general. Therefore, there is needs for government, Non-Governmental Organizations, and private Individuals to spend more on the provision of school library resources for effective teaching and learning in our primary schools. The researcher recommended that there should be provision for additional library services to make the children have more interest in using the library e.g. educational film shows, storytelling, reading competition etc. Professional librarians and other assisting staff should be employed and also there should be adequate allocation of resources to school library for effective and efficient services and overall smooth running of the library.

Keywords:- *Effective Teaching, Learning, Library Resources, Primary School, School Library.*

I. INTRODUCTION

A library is a social institution created to protect knowledge, protect cultural heritage, and provide information to a variety of users for educational and research purposes. School libraries can be defined as areas designed to provide all kinds of educational and learning resources (Elaturoti, 1993). Oniovosa (2004), as cited (Dulle, 2014), found in a survey on the reading skills of children around the world that one of the factors that has a positive impact on children's reading performance is in the books and other items related to the library.

Researchers based in the United States have examined the effects of school libraries on student success. For example, (Bogman, 2000) found that at each grade level (elementary, middle, and high school), schools with library programs had higher scores on the Massachusetts Comprehensive Assessment System (MCAS). According to

Whitaker, (2003) as cited in (Tiravinen. & Clark, 2017). Media centers and school library services have been found to differ 10.6% in student achievement, such as Missouri assessment. In particular, Missouri (Quantitative Resources, Miller, Want & Whitaker 2003) as cited in "(Tiravin and Clark, 2017) found three components of school library media center services, library use (how students spend their time in the school library and use the school library during the normal week), summer reading program and library access (operation Hours and outreach) Many studies, particularly in the United States, look at the impact of library staff on students' test scores. A study of Lance and colleagues in Alaska (Lance, Rodney and Hamilton-Pennell, 2000). Students were found to perform better on tests at a school where they worked full-time rather than part-time librarians. They also found that schools with a part-time librarian had higher scores than schools without a librarian (Lance, Rodney, & Hamilton-Pennell, 2000). Similarly, a Bombach study in Florida (2002), as cited in (Scholastic, 2016). It was found that in elementary schools where library programs were staffed 60 hours a week, there was a 9% improvement in test scores compared to schools with libraries that had less than 60 staff hours. A properly staffed library was even more important to older staff because those high school students had 60.2 hours of staff test scores improved by 22.2% per week, compared to staffed for at least 60 hours (Bombach, 2002, cited in Scholastic, 2016).

Effective teaching involves clarification of instruction, it usually provides students with very clear instructions and explanations regarding organization and curriculum content. Nothing should be left to chance when teaching. If students do not meet expectations, delivery methods may lack the required level of clarity. When a teacher describes, displays, and makes the message available from alternative perspectives to alternative sensations, the teacher is engaged in effective teaching practice. In addition, the topic should be designed in such a way that students have the opportunity to make a connection between the new material presented and the concepts they have already learned. This pedagogical strategy is called curriculum scaffolding. When a teacher helps students relate new information to what they already know, it helps them organize the information properly. The primary responsibility of the teacher is to facilitate learning. Teacher effectiveness provides excellent advice for doing the job of teaching well. Effective learning of the four aces (outcome, clarity, engagement and enthusiasm) helps to manage potential chaos. They represent the principles that, when applied consistently, can enhance student learning and are used as a tool for continuous self-examination to improve the effectiveness of teaching (Bulgar, Mohar and Walls, 2002).

Statement of the Problems

Despite the role of school library to teaching and learning, most public primary schools within Sabon Gari Local Government Area lacks effective teaching.

The question here is that; is there no school library for teachers to utilize its resources? or are the resources outdated? or have the information resources in the school library no longer serve its purpose? or is it that classroom teachers don't know how to utilize school library resources? or they don't know the roles school library play in ensuring effective teaching and learning? It is on these note that the researcher investigated on the role of school library for effective teaching and learning among primary school teachers in sabon gari local government area, kaduna state.

Objectives of the study

The aim of this study is to investigate the role of school library for effective teaching and learning among primary school teachers in sabon gari local government area, kaduna state. The specific objectives of the study are:

1. To identify the roles of school library for effective teaching and learning in Sabon Gari Local Government.
2. To identify the challenges of school library for effective teaching and learning in Sabon Gari Local Government.

II. METHODOLOGY

Survey research design was adopted for this study. The population of this study comprise teachers in three (3) Primary Schools of Sabon Gari Local Government Areas, which include; Saidu Model Primary School, Amina Primary School and Kallon Kura Primary School.

Table 3.1 Population Table of Primary School Teachers

S/NO	Primary Schools	POPULATION
1	Saidu Model Primary School	34
2	Amina Primary School	33
3	Kallon Kura Primary School	32
	TOTAL	99

Sources: School Management (2018)

The researcher uses the rule of thum to sample three schools with 99 teachers. Cluster sampling technique was adopted for this research. Questionnaire was the instrument used for data collection for the study. The researcher administers the instrument personally with the help of one (1) research assistants. Frequency counts, tables, and percentages are used to analyze the data.

III. FINDINGS AND DISCUSSIONS

Table 4.7 Roles of School Library for Effective Teaching and Learning

S/N	Role	A		NA		U	
		F	%	F	%	F	%
1	Enhancement of information literacy skills	75	87.2	4	4.7	7	8.1
2	Increase reading skills	85	94.4	3	3.3	2	2.2
3	support pupil achievement	80	88.9	6	6.7	4	4.4
4	Improve test score	50	58.8	27	31.8	8	9.4
5	Enhances writing skills	54	64.3	20	23.8	10	11.9
6	Helps students to meet core curriculum content standards	68	82.9	11	13.4	3	3.3
7	Impact on positive attitudes towards learning	73	81.1	7	7.8	10	11.1
8	Enhance school setting	63	70.8	14	15.7	12	13.5
9	Optimize instructions	50	55.6	18	20.7	19	21.8

Key A= Agreed. NA= Not Agreed U= Undecided

From the above table, it has clearly shows that the major role of school library for effective teaching and learning are Enhancement of information literacy skills, Increase reading skills, support pupil achievement, helps students to meet core curriculum content standards, Impact on positive attitudes towards learning, and to enhance school setting.

This finding is in line with a study conducted in North Carolina Burgin, Bracy and Brown (2003) as cited in Scholastic, (2016). School Library increases pupils' scores in standardized reading and English tests. Also Todd,

Gordon & Lu, (2010) as cited in Scholastic, (2016). Confirm that the school library helps students to meet core curriculum content standards, develop a wide range of information-handling competencies, provides them with the intellectual and technical scaffolds they need to learn and to be ethical and productive users and consumers of information, and nurtures and supports pupils as readers by contributing to the reading and literacy agenda in schools.

The implication of this is that a school with effective library, enhances pupils learning and increases teacher's effectiveness and efficiency.

Table 4.8 Challenges of School Library for Effective Teaching and Learning

S/N	Challenges	A		NA		U	
		F	%	F	%	F	%
1	Inadequate Staffing	55	60.4	33	36.3	3	3.3
2	Unqualified library personnel	49	55.1	34	38.2	6	6.7
3	Inadequate funding	79	88.8	7	7.9	3	3.4
4	Physical facilities	70	76.9	19	20.9	2	2.2
5	Poor quality of school library resources	82	91.1	7	7.8	1	1.1
6	Inadequate current reading materials	78	85.7	11	12.1	2	2.2
7	Poor library orientation	69	75.8	18	19.8	4	4.4
8	Lack of national policy for school library	65	71.4	16	17.6	10	11.0
9	Limited knowledge of the role of school library by teachers in enhancing teaching and learning	45	50.0	40	44.4	5	5.6
10	Reading rooms restrictions	48	55.2	31	35.6	8	9.2
11	Restrictions on numbers of books	53	58.9	27	30.0	10	11.1
12	Lack of computers and internet connectivity	65	73.0	23	25.8	1	1.1
13	Teachers' attitude	38	41.8	44	48.4	9	9.9
14	Librarians' attitude	40	44.4	38	42.2	12	13.3
15	No library opening hours	48	52.7	35	38.5	8	8.8
16	Location of school library	51	57.3	31	34.8	7	7.9
17	Lack of adequate materials	72	80.0	15	16.7	3	3.3
18	Insufficient awareness	63	70.0	21	23.3	6	6.7
19	absence of library and information services	67	74.4	17	18.9	6	6.7

Key A= Agreed. NA= Not Agreed U= Undecided

From the above table it is discovered that the major challenge of school library are Inadequate Staffing, Unqualified library personnel, Inadequate funding, Physical facilities, Poor quality of school library resources, Inadequate current reading materials, Poor library

orientation, Lack of national policy for school library, Restrictions on numbers of books, Lack of computers and internet connectivity, Location of school library, Lack of adequate materials, Insufficient awareness, and Absence of library and information services.

This is in line with Ahmed and Nwalo (2013) postulated that the challenge faced by school libraries include Inadequate Staffing, Lack of adequate materials and Lack of infrastructures.

The implication is that most primary school teachers will lack enough skill and information resources to teach their pupils effectively, as a result effective learning cannot take place.

IV. SUMMARY OF THE MAJOR FINDINGS

Based on the data collected and analyzed for this study, the following are the major findings:

1. From the findings it was discovered that the major role of school library for effective teaching and learning are Enhancement of information literacy skills, Increase reading skills, support pupil achievement, helps students to meet core curriculum content standards, Impact on positive attitudes towards learning, and to enhance school setting.
2. Inadequate Staffing, Unqualified library personnel, Inadequate funding, Physical facilities, Poor quality of school library resources, Inadequate current reading materials, Poor library orientation, Lack of national policy for school library, Restrictions on numbers of books, Lack of computers and internet connectivity, Location of school library, Lack of adequate materials, Insufficient awareness, and Absence of library and information services were the commonest challenges facing school library in primary school in Sabon Gari Local Government Area, Kaduna State.

V. CONCLUSION

One of the major function of School library is to provides the basics for child learning, gives information that can transform human live to a better one, motivate learners to study and have confidence to look for information on their own at various stages. School library gives learners the opportunities for self-education and self-development of themselves and general public Kolade (2008) as cited in Abdullhamid (2006). Therefore, there is needs for government, Non-Governmental Organizations, and private Individuals to spend more on the provision of school library resources for effective teaching and learning in our primary schools.

RECOMMENDATIONS

1. There should be provision for additional library services to make the children have more interest in using the library e.g. educational film shows, storytelling, reading competition etc.
2. Professional librarians and other assisting staff should be employed and also there should be adequate allocation of resources to school library for effective and efficient services and overall smooth running of the library.

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