



PROVISION AND UTILIZATION OF SCHOOL LIBRARY INFORMATION RESOURCES AT NDUME OTUKA SECONDARY SCHOOL, ABIA STATE, NIGERIA

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ABSTRACT

This study surveyed the provision and utilization of school library information resources by students of Ndume Otuka Secondary School, Umuahia, Abia State, Nigeria. The constant decline in the use of school libraries, as observed in some secondary schools in Abia State, necessitated this study. The study was guided by six (6) research objectives. Descriptive survey method was the design adopted for the study. The study population is 1,438 consisting students from Junior Secondary (JS) 1 to Senior Secondary (SS) 3 of the school studied. However, a sample of 288 was drawn from the population, which represents 20% of the entire population. The 288 respondents were selected using the stratified random sampling technique. An observation checklist and a questionnaire were used for data collection. A total of 288 copies of the questionnaire were distributed while 273 copies were returned and found suitable for data analysis, giving a response rate of 94.8% and a reliability co-efficient of 0.85. Data collected was analyzed using descriptive statistics of mean scores and standard deviation and presented in frequency tables. A criterion mean of 2.50 was used to decide the level of agreement or disagreement to item statements. Findings of the study revealed the provision of different information resources such as textbooks, and magazines. Few of these resources were found to be utilized by the students. The extent of utilization of the school library information resources was found to be low, while the frequent use of majority of the information resources were for different reasons such as to prepare for examinations, for leisure, and to do assignment, among other reasons. It was also reported that utilization of the library information resources was faced with some challenges. Based on the findings, the study

recommended an increased availability of school library information resources and the creation of proper awareness to encourage use by the students, among others.

Keywords: Information, Resources, Library school, Provision, Utilization

Introduction

From time immemorial, libraries have constituted an integral part of the human communication system. This view has been shared by many writers in their different studies. According to Oyedum and Babalola (2014), libraries from the modern conception of the word, are no passive repositories of artifacts and documents of the past, but are today seen as living agencies of intellectual enrichment. Consequently, a library is an organized collection of sources of information resources made accessible to a defined community for reference or borrowing as well as provides physical or digital access to materials to the user community. A library can be school, national, public, special or academic depending on the institution of affiliation, the users it serves, the materials it houses and the services it provides. A school library is the library that is established in a primary or secondary school (Edoka, 2000). It is a collection of a wide range of learning and teaching materials housed in a centrally organized place by librarian and indexed to serve wide range of readers. According to Agbo (2015), school libraries could be understood as those libraries attached or found in the pre-tertiary institutions such as nursery, primary and secondary schools with the mission of contributing to the intellectual development of pupils and students. The school library is the part of the school where collection of books, periodicals, magazines, newspapers, films, computers, filmstrip, videotapes, recording of all types are kept for use by the students and teachers.

School libraries are established to provide information resources, which communicate experiences and ideas from one person to another and make them easily and freely available to all users through some service-oriented efforts. It is equally available to all members of the school regardless of race, nationality, age, gender, religion, language, disability and educational attainment. School libraries deliver its services with the aid of different forms of information resources, and these resources are utilized in order to provide good learning environment for students and teachers so as to be able to achieve educational goals (Arua & Chinaka, 2011). Variety of library information resources is essential to help the school library fulfil its functions among which are: to thoroughly provide information resources necessary for the school's educational programmes (Fakomogbon, Bada & Omiola, 2012) and to help in improving and raising the reading skills and learning habits of students. Failure to have access to information resources in the library have numerous consequences like, poor reading habit, poor student's achievement, frustration, low morale and low productivity in teaching and learning.

Chukwueke, Onuoha and Nnadozie (2018) related library information resources to students' learning outcomes and found that the use of school library resources was associated significantly with better learning outcome and educational development. However, lack of access to information resources in the school library has resulted in students and pupils seeking information in the cyber-café, social media and Internet,

which offer similar information access services not considering the type of information they are exposed to and the consequences. Consequently, the inability of the school libraries to meet the information requirements of some library users might have forced them to use other resources when doing their assignments, preparing for examinations and other academic activities. This implies that if the school libraries fail to provide information resources required by the users of the library or is unable to make them available to the users in an easy way, then the libraries run the risk of losing such users. In order for school libraries to fulfill their objectives, there is need to improve on information resources provided to their users.

The school libraries have great roles to play in the provision of information necessary for the day to day educational business and purpose of the teachers, students and pupils (Agbo, 2015). Like their academic counterpart, school libraries should make adequate efforts to collect varieties of information resources and make them available and accessible to the users. It does not stop at making available (Ugah, 2007), but extends to ensuring their utilization, without which, the aim of the library is defeated. The importance attached to school librarianship, which is being negated by the constant dwindling of most school libraries and the attitude of secondary school students towards the use of library information resources led to this study on provision and utilization of library information resources at Ndume-Otuka Secondary School, Umuahia, Abia State, Nigeria.

Statement of the Problem

Literature and personal observations have shown that there is a fall in the standard of school libraries in the secondary education system in Nigeria. This fallen standard of school libraries is majorly attributed to poor library resources and services as well as patronage of these libraries. Evidentially, the students especially those in the secondary schools prefer the social media and the Internet to other means of information acquisition. The question therefore remains: "Has these social media and Internet performed more than what the school library can offer?" Consequently, interactions with teachers in the secondary schools as well as students show negligence of students towards their school libraries. However, it is an indisputable fact that school libraries still remain important tools for educational growth in Nigeria, especially, in this information age, where there is information growth and explosion.

The world is fast becoming a global village, provision and use of school library information resources deficiency places the students at a disadvantage position. This is so because most of the information needs in order to keep abreast with one's contemporaries can only be achieved through current and credible information materials such as textbooks, novels/story books, magazines, manuals, etc. which are domiciled in the school libraries. More so, the secondary school stage of any child is fundamentally important to education achievement of a child as well as the nation as a whole.

Nonetheless, there have been serious search for the solutions to the poor library usage mostly experienced among secondary students in Nigeria and beyond. Many authors hold that introduction of ICT to libraries will solve the problem, whereas others hold that ICT, amidst its benefits, may hinder quality use of the school libraries. A close look at available literature as well as personal observations show that most of the undergraduates in the first year have no idea of the library as well as absence of school

libraries in most secondary schools, inadequate information resources, non-use of school libraries by some secondary students, among other issues surrounding school libraries. Based on this assertion, this research was conceived to investigate the provision and utilization of library information resources at Ndume-Otuka Secondary School, Umuahia, Abia State, Nigeria.

Objectives of the Study

The following objectives guided the study, which were to:

1. determine the library information resources provided at Ndume Otuka Secondary School;
2. identify the library information resources utilized at Ndume Otuka Secondary School;
3. examine the extent of utilization of library information resources at Ndume Otuka Secondary School;
4. find out the reasons for utilization of library information resources at Ndume Otuka Secondary School;
5. examine the challenges facing the utilization of library information resources at Ndume Otuka Secondary School; and
6. proffer solutions to the challenges facing the utilization of information resources at Ndume Otuka Secondary School.

Review of Related Literature

Information according to Ochai (2007), is the result of processing, manipulating and organizing data in a way that adds to the knowledge of the receiver. This information is contained in resources referred to as information resources. Thus, information resources include all forms of information carriers that can be used to promote and encourage effective research activities and developmental projects (Chimah & Nwokocho, 2015). Consequently, Popoola (2008) defined information resources as those information bearing materials that are both in printed and electronic formats, such as text books, journals, indexes, abstracts, newspapers and magazines, CD-ROM databases, Internet/e-mail, computers, etc. They are the raw materials that libraries acquire, catalogue, stock and make available to their patrons (Nnadozie, 2007). Library patrons need various kinds of information resources for learning, research, self-development and long-life learning. Most of these library users need not visit the physical library to use print formats, but through network can stay at home or the office and access online library resources and services (Aleraraiye as cited in Olusola & Oladele, 2014; Akidi, Okogwu & Uzoagba, 2017).

The minimum standards in many respects provide awareness of the crucial role of school libraries in enhancing the quality of instruction in our school as a starting point through the provision of adequate information resources as well as its utilization (Arua & Chinaka, 2011). Therefore, there is the need to recognize libraries, especially, the school libraries as invaluable information resources which must work in partnership with school and community workers (Chukwuek, Onuoha & Nnadozie, 2018). Nonetheless, for the school library to be complete, it must include the totality of human and organized material

resources available in both book and non-book format for providing and obtaining needed information (Ahiauzu, 2002). This is because, information resources in different formats in the school libraries help to empower pupils, students and teachers in the enrichment and development of their lives and that of the communities. According to Parvathamma and Reddy (2009), school libraries have been noted to improve literacy through various forms of information resources and educational services they render over time. They are also well known to stimulate imaginative thoughts and expand personal horizons while making the empowerment of citizen, and provision of access to a common cultural heritage, a reality (Benson, Okrafor & Anyalebechi, 2017).

Research had shown an imbalance between information availability and utilization in libraries and information centres (Benard & Dulle, 2014; Chukwueke, Onuoha & Nnadozie, 2018; Onuoha, Chukwueke & Ogbuji, 2019). This, however, is summarized by Ozoemelem (2009) in what he termed “low utilization of the library caused by lack of awareness on the part of users”. Provision and utilization of information resources of various types are important in every educational setting to sustain learning activities (Olaopa, 2017). To Uhegbu (2007), utilization of information differs from person to person and from one corporate organization to the other according to their information needs and other socio-economic imperatives. It can be viewed within the context of need, accessibility and function performed. Alegbeleye, as cited in Chimah and Nwokocha (2015), posits that utilization of information by any clientele is influenced by the kind of job done, profession or function performed. Further stressing on the above assertion, the authors strongly believed that accessibility is one of the prerequisites of information utilization. Thus, the purpose, user characteristics, environment or situation involved, medium of communication, quality, infrastructural facility, cost and time of availability are conditions that determines the use of information.

Utilization of information and information resources forms the basic requirement for every human activity and it is as important as food, air and water. Information resources use involves incorporating information into individual’s existing knowledge base (Spink & Cole, 2005) for decision making. In information use, the usefulness of information source is assessed in terms of the information that is deemed valuable and is absorbed in order to solve a problem or make sense of a situation (Savolainen, 2009). According to Olawoyin, Madukoma and Esse (2017), information use occurs when information acquired by an individual to satisfy an information need is actually put to use. The school libraries and its information resources are mostly used by students to prepare for their next class period, examination, general education, information, competitions, recreation and inspiration (Todd, 2012; Onuoha, Chukwueke & Ogbuji, 2019). These reasons, therefore, make it a thing of uttermost importance for the school libraries, according to Fayose, as cited in Dike (2004), to judiciously select and procure the prescribed or recommended textbooks and other reading materials from different sources, technically process them by making use of a standard scheme of classification and catalogue them to provide various access point. As well as organise the collection and circulate the materials for dissemination, bearing in mind the manner most convenient for the users (students and teachers).

Consequently, the general aim of school libraries through the provision and ensuring of proper utilization of information resources is to fulfill some needs for documents and information of the users or potential users (Todd & Kuhlthau, 2005).

According to Dike (2004), libraries especially, the school libraries, have come to recognize the need to acquire documents and render services that will be appreciated by the users and not merely the resources and services the library feel is good. However, it is important that need is not mistaken for demand. The demand for information resources or documents may be low, for example, because the library is seen as inaccessible by the users. Still, the needs exist. An information need may be more or less recognized by the users but there is need for information resources for different educational and recreational needs. However, a lot of studies have been carried out on information resources use in libraries. This is so because it is the users that make the library and its services come alive. A library's information resource that is not used is as good as dead as it cannot justify its existence. It is therefore the use to which the library is put that infuses life into its resources and services; hence, provision is not acknowledged without its utilization.

Methodology

This research made use of the descriptive survey design with focus on Ndume Otuka Secondary School, Umuahia North Local Government of Abia State, Nigeria. The study population was 1,438 consisting students from JS 1 to SS 3 of the school studied, from which a sample of 288 was drawn, which represents 20% of the study population. The sample was selected using the stratified random sampling technique. An observation checklist and questionnaire were used for data collection. The observation checklist was used to ascertain the library information resources provided in the secondary school studied. It composed of 14 items (library information resources).

The questionnaire was made up of two sections. Section A contained the personal data of the respondents while Section B contained core variable questions divided into clusters ranging from Cluster 1 to 6, with 56 item statements. The items in the questionnaire consisted of close-ended questions using scale of Strongly Agreed (SA)/Very High Extent (VHE), Agreed (A)/High Extent (HE), Disagreed (D)/Low Extent (LE), and Strongly Disagreed (SD)/Very Low Extent (VLE). A total of 288 copies of the questionnaire were distributed but 273 copies were returned and found suitable for data analysis, giving a response rate of 94.8% and a co-efficient reliability of 0.85. However, data collected was analyzed using descriptive statistics of mean scores and standard deviation and presented in frequency tables. A criterion mean of 2.50 was used to decide the level of agreement or disagreement to item statements. Hence any item statement with mean score equal to or greater than the criterion mean ($\text{Mean} \geq 2.50$), was agreed, while any item statement with mean score less than the criterion mean ($\text{Mean} < 2.50$), was disagreed.

Presentation of Result

This section presents result generated from the field survey in line with the research objectives. Results were presented in order of the research objectives.

Research Objective One: To determine the library information resources provided at Ndume Otuka Secondary School.

Table 1: Library Information Resources Provided at the School

S/N		Provided	Not Provided
1.	Textbooks	√	
2.	Magazines	√	
3.	Newspapers	√	
4.	Filmstrips		√
5.	Tapes		√
6.	Slides		√
7.	Video tapes	√	
8.	Recordings		√
9.	Computer study kits	√	
10.	Art painting	√	
11.	Journals		√
12.	Reports		√
13.	Maps/Charts	√	
14.	Novels/story books	√	
		57.1%	42.9%

Data collected through the use of an observation checklist and presented in Table 1, bothering on the library information resources provided at Ndume Otuka Secondary School, Umuahia shows the existence of different information resources. The library information resources observed to be present in the library include: textbooks, magazines, newspapers, video tapes, computer study kits, art painting, maps/charts, and novels/story books. It was also observed that filmstrips, tapes, slides, recordings, journals and reports were among the information resources not provided in the library. Based on the provision of eight (8) library information resources out of fourteen (14) resources investigated, it could be right to state that the School provides good number of information resources in their library.

Research Objective Two: To identify the library information resources utilized at Ndume Otuka Secondary School.

Table 2: Library Information Resources Utilized at the School

S/N		Utilized	%	Not Utilized	%	Decision
1	Textbooks	149	54.6	124	45.4	Utilized
2	Magazines	167	61.2	106	38.8	Utilized
3	Newspapers	110	40.3	163	59.7	Not utilized
4	Filmstrips	89	32.6	184	67.4	Not utilized
5	Tapes	55	20.1	218	79.9	Not utilized
6	Slides	90	33.0	183	67.0	Not utilized
7	Video tapes	83	30.4	190	69.6	Not utilized
8	Recordings	131	48.0	142	52.0	Not utilized
9	Computer study kits	167	61.2	106	38.8	Utilized

10	Art painting	167	61.2	106	38.8	Utilized
11	Journals	119	43.6	154	56.4	Not utilized
12	Reports	58	21.2	215	78.8	Not utilized
13	Maps/Charts	131	48.0	142	52.0	Not utilized
14	Novels/story books	165	60.4	108	39.6	Utilized

Result gotten and presented in Table 2 showed the use of few information resources by the students of the secondary school studied. The information resources discovered to be utilized by majority of the respondents include textbooks, magazines, computer study kits, art painting, and novels/story books, while others are not utilized by majority of the students. A close look at Table 1 on resources provided and that of Table 2 on resources utilized, it is clear that there is a significance difference between what is provided and what is being utilized, which goes a long way in supporting the assertion of Ugah (2007) that availability does not mean utilization.

Research Objective 3: To examine the extent of utilization of library information resources utilized at Ndume Otuka Secondary School.

Table 3: Extent of Utilization of Library Information Resources at the School

S/N	Items	VHE	HE	LE	VLE	Mean	S.D	Decision
1	Textbooks	70	137	38	28	2.91	0.895	High Extent
2	Magazines	140	79	30	24	3.23	0.962	High Extent
3	Newspapers	102	105	30	36	3.00	1.007	High Extent
4	Filmstrips	54	12	140	67	2.19	1.023	Low Extent
5	Tapes	12	60	76	125	1.85	0.913	Low Extent
6	Video tapes	48	54	107	64	2.32	1.020	Low extent
7	Recordings	36	48	118	71	2.18	0.967	Low Extent
8	Computer study kits	36	24	101	112	1.94	1.013	Low Extent
9	Art painting	86	102	47	38	2.86	1.015	High Extent
10	Reports	36	30	100	107	1.98	1.016	Low Extent
11	Maps and Charts	139	96	12	26	3.27	0.928	High Extent
12	Novels/story books	12	48	122	91	1.93	0.826	Low Extent
Cluster						2.47	0.965	Low Extent

Key: Very High Extent (VHE); High Extent (HE); Low Extent (LE); Very Low Extent (VLE), S.D (Standard Deviation)

Table 3 presents the mean and standard deviation ratings of the respondents on the extent of utilization of library information resources in Ndume Otuka Secondary School, Umuahia. The overall response shows that there is low extent of utilization of library information resources in the school studied. This is as a result of the cluster mean, which is 2.47, obtained, being lower than the criterion of 2.50 selected for the study. Specifically, majority of the respondents rated the extent of utilization of five (5) information resources, high and the extent of utilization of seven (7) information resources low. The resources highly utilized by majority of the respondents include: textbooks, magazines, newspapers,

art painting, maps and charts, while other library information resources were reported to be of low utilization by majority of the respondents.

Research Objective 4: To find out the reasons for utilization of library information resources at Ndume Otuka Secondary School.

Table 4: Reasons for Utilizing Library Information Resources at the School

S/N	Item Statements	SA	A	D	SD	Mean	St. Dev.	Decision
1	Prepare for examinations	165	72	24	12	3.43	0.829	Agreed
2	Prepare for next class period	71	72	100	30	2.67	0.981	Agreed
3	Get information about my country and other countries	0	64	145	64	2.00	0.686	Disagreed
4	Prepare for competition	113	112	30	18	3.17	0.872	Agreed
5	Enjoy myself (recreation)	163	68	18	24	3.36	0.944	Agreed
6	Inspire myself	120	123	18	12	3.29	0.776	Agreed
7	Get knowledge	110	109	36	18	3.14	0.884	Agreed
8	Develop the ability to read and write	145	92	12	24	3.31	0.913	Agreed
9	Do my assignments and class works	36	42	85	110	2.01	1.043	Disagreed
10	Because our teachers refer us to the library sometimes	109	134	30	0	3.29	0.653	Agreed
Cluster						2.97	0.858	Agreed

Key: SA (Strongly Agree), A (Agree), D (Disagree), SD (Strongly Disagree), St. Dev. (Standard Deviation)

Table 4 presents respondents' reasons for utilization of library information resources in Ndume Otuka Secondary School, Umuahia. The overall response, with a cluster mean of 2.97, which is above the criterion mean, shows a high level of acceptance and strong agreement of the reasons for the utilization of library information resources in the secondary school studied. Specifically, the following reasons motivate the utilization of library information resources by the students: preparing for examinations, for next class period, for competition, for recreation, inspire themselves, getting knowledge, developing the ability to read and write, and because their teachers refer them to the library sometimes.

Research Objective 5: To examine the challenges facing the utilization of library information resources in Ndume Otuka Secondary School.

Table 5: Challenges of Utilization of Information Resources at the School

S/N	Item Statements	SA	A	D	SD	Mean	St. Dev.	Decision
1	Unawareness of information resources in the library	108	111	24	30	3.09	0.958	Agreed

2	Inadequate information resources in the library	120	105	24	24	3.18	0.923	Agreed
3	Presence of outdated information resources in the library	201	36	18	18	3.54	0.883	Agreed
4	Absence of guide on how to use the library	137	76	30	30	3.17	1.013	Agreed
5	Inadequate knowledge of the library use policy	37	158	42	36	2.72	0.860	Agreed
6	The attitude of the librarian when trying to use the resources	96	111	36	30	3.00	0.963	Agreed
7	Noisy nature of the library	71	136	42	24	2.93	0.874	Agreed
8	Absence of light in the library	119	89	30	35	3.07	1.028	Agreed
9	The library is always closed and not accessible	118	131	24	0	3.34	0.635	Agreed
10	Before we finish our lessons, the library is closed	84	135	24	30	3.00	0.916	Agreed
Cluster						3.10	0.905	Agreed

Key: SA (Strongly Agree), A (Agree), D (Disagree), SD (Strongly Disagree), St. Dev. (Standard Deviation).

Table 5 presents data generated on the challenges facing the utilization of information resources in Ndume Otuka Secondary School, Umuahia Library. Majority of the respondents strongly agreed and accepted all the items as challenges of utilization of information resources in Ndume Otuka Secondary School, Umuahia Library. The cluster mean of 3.10, obtained indicated a high level of acceptance of the item statements. The challenges as found out from the study include: Unawareness of information resources in the library, inadequate information resources in the library, presence of outdated information resources in the library, absence of guide on how to use the library, inadequate knowledge of the library use policy, the attitude of the librarian when trying to use the resources, noisy nature of the library, absence of light in the library, the library is always closed and not accessible, and the fact that before the student finishes their lessons, the library is closed.

Research Objective 6: To proffer solutions to the challenges facing the utilization of information resources in Ndume Otuka Secondary School.

Table 6: Solutions to the Challenges in Utilizing Information Resources

S/N	Item Statements	SA	A	D	SD	Mean	St. Dev.	Decision
1	The librarian should organise programmes aimed at creating	90	123	30	30	3.00	0.939	Agreed

	awareness of information resources in the library							
2	Provision of adequate information resources in the library	107	100	24	42	3.00	1.048	Agreed
3	Acquisition of current and relevant information resources in the library	160	89	12	12	3.45	0.776	Agreed
4	Provision of guide on how to use the library	71	130	0	72	2.73	1.117	Agreed
5	Inculcating in students, knowledge of the library and its use policy	103	135	5	30	3.14	0.905	Agreed
6	The librarian should be friendly to users and approachable	142	59	24	48	3.08	1.144	Agreed
7	Efforts should be made to keep the library away from noisy area	68	127	36	42	2.81	0.982	Agreed
8	Provision of adequate power supply in the library	90	80	54	49	2.77	1.095	Agreed
9	Students should be given time in the curriculum for library visit	103	116	30	24	3.09	0.913	Agreed
10	The opening and closing hours of the library should be extended	116	100	38	19	3.15	0.908	Agreed
Cluster						3.02	0.983	Agreed

Key: SA (Strongly Agree), A (Agree), D (Disagree), SD (Strongly Disagree), St. Dev. (Standard Deviation)

Table 6 presents data collected on the solutions to the challenges facing the utilization of information resources in Ndume Otuka Secondary School, Umuahia Library. Result shows that majority of the respondents strongly agreed and accepted all the items as solutions to the challenges facing the utilization of information resources in Ndume Otuka Secondary School, Umuahia Library. The cluster mean of 3.02, obtained indicates a strong agreement and high level of acceptance of the item statements. The solutions are as follows: The librarian should organize programmes aimed at creating awareness of information resources in the library, provision of adequate information resources in the library, acquisition of current and relevant information resources in the library, provision of guide on how to use the library, inculcating in students, knowledge of the library and its use policy, the librarian should be friendly to users and approachable, efforts should be made to keep the library away from noisy area, provision of adequate power supply in the library, students should be given time in the curriculum for library visit, and the opening and closing hours of the library should be extended.

Discussion of the Findings

The finding of the study on objective 1 shows the provision of eight (8) library information resources out of fourteen (14) resources investigated, the implication of this finding is that Ndume Otuka Secondary School, Umuahia provides good number of information resources in their library. To this end, this study to a large extent agrees with the work of Arua and Chinaka (2011) and Todd (2012), which revealed the existence of information resources in different forms in secondary school libraries they investigated. Consequently, the study of Ternenge and Agipu (2019) revealed that textbooks, newspapers, novels and magazines were the common library resources found in the selected school libraries covered in their study. However, with the non-provision of some of the library information resources investigated, the result shows that the library studied is not having a balanced collection. Except effort is made to ensure a balanced collection of information resources, the services provided by the library will be limited and undermined, which will be in line with assertion of Chidaka (as cited in Ternenge & Agipu, 2019) in his investigation on utilization of school library resources in teaching in secondary schools that most of the relevant materials were not available in all the schools.

The finding on objective 2 of this study shows the utilization of few library information resources in the secondary school studied. The utilization of these few library information resources as against the resources provided, is a true reflection of the assertion of Ugah (2007) that availability does not mean utilization. This is to say that provision of information resources in the library does not depict its utilization. Based on the findings of this study, there is a disagreement with the work of Todd (2005), and Todd (2012), which found out a high level of utilization of library resources in school libraries studied in Ohio. The disagreement may be as a result of difference in location and time of study. It could be that Ndume Otuka Secondary School is among the secondary school where students receive a list of textbooks and other information materials, which they are compulsorily required to buy for their personal use, as well as the teacher librarian's inability to play critical roles projected by Stephanie (2015). Therefore, the gap the school library would have filled in terms of provision of information resources, the students have been compulsorily required to fill the gap without understanding that there still remain information resources, which were not among the list of books given to them upon admission into the secondary school and their different classes.

The finding on objective 3 shows that there is low extent of utilization of library information resources in Ndume Otuka Secondary School. This disagree with the work of Todd and Kuhlthau (2005), which reported high use of school library resources by secondary school students in some selected schools in Ohio. The disagreement may be likened to the geographical differences of the two studies and the time they were conducted. The study is in agreement with earlier study of Chukwueke, Onuoha and Nnadozie (2018), which reported low utilization of library resources in the secondary school studied. This further amplifies the preliminary survey which revealed negative attitude and high negligence of school library by most of the students, especially those in the lower classes.

The result of the study on objective 4 reveals the use of the library information resources in Ndume Otuka Secondary School for different reasons, such as to prepare for examinations, prepare for next class period, prepare for competition, for recreation, inspire myself, get knowledge, develop the ability to read and write, and because their

teachers refer them to the library sometimes. This finding of this present study is in agreement with the study of Todd and Kuhlthau (2005) in Ohio, which reported that 99.4% of students in grades 3 through 12 believe school libraries, their information resources and services help them become better learners, as it is contained in the reasons accepted by majority of the respondents that contributes to their reasons for the utilization of library information resources in the Library studied. The finding further corroborates the assertions and studies of Akanwa (2007); Arua and Chinaka (2011); Agbo (2015); Akidi, Okogwu and Uzoagba (2017); Onuoha, Chukwueke and Ogbuji (2019), among others, which revealed the ability to learn to read and write, do assignments and class works and prepare for examinations, as among the reasons for students' use of library information resources.

The findings of the study on objective 5 indicated that there are numerous challenges facing the utilization of library information resources in Ndume Otuka Secondary School. These challenges include: Unawareness of information resources in the library, inadequate information resources in the library, presence of outdated information resources in the library, absence of guide on how to use the library, inadequate knowledge of the library use policy, the attitude of the librarian when trying to use the resources, noisy nature of the library, absence of light in the library, the library is always closed and not accessible, and the fact that before the student finishes their lessons, the library is closed. These challenges are in line with the challenges found out by study of Owate and Okpa-Iroha (2013), which revealed that in cases where spaces are provided for the establishment of libraries in secondary schools, the materials in the libraries were not only scanty but poorly organized. The finding is also in line with the study of Arua and Chinaka (2011), which reported poor library orientation, and restricted library hours, as among the challenges.

The result of the study on objective 5 showed different solutions to the challenges of utilization of library information resources in Ndume Otuka Secondary School. These solutions include: The librarian should organize programmes aimed at creating awareness of information resources in the library, provision of adequate information resources in the library, acquisition of current and relevant information resources in the library, provision of guide on how to use the library, inculcating in students, knowledge of the library and its use policy, the librarian should be friendly to users and approachable, efforts should be made to keep the library away from noisy area, provision of adequate power supply in the library, students should be given time in the curriculum for library visit, and the opening and closing hours of the library should be extended. Except solutions and strategies are applied to remedy these challenges, the case may be worse than what has been revealed in respect of utilization of library information resources at Ndume Otuka Secondary School.

Based on the result of the findings, the study concludes that there is low utilization of library information resources at Ndume Otuka Secondary School, Umuahia. These solutions as reported by the present study agree with those of Owate and Okpa-Iroha (2013), which recommended the provision of adequate school library information resources and services. It further agrees with the opinions of Todd (2005); Arua and Chinaka (2011); Agbo (2015); and Stephanie (2015), among other studies and papers, which reported the expected roles of secondary school management, school/teacher

librarians and other stakeholders towards achieving quality school librarianship within and outside Nigeria.

Conclusion

Though the issue of provision and utilization of library information resources at various levels have been critically looked into, it seems as if the menace of either low provision or low utilization of library resources has always been the case, especially in Ndume Otuka Secondary School, Umuahia. However, for some libraries where resources are provided, the utilization is another issue. There exist numerous library information resources at Ndume Otuka Secondary School, Umuahia. Majority of the resources are in print form with only a few of them in electronic form. Thus, the study concludes that the secondary school studied, provides information resources of different formats, being utilized to a low extent. This may have been due to the fact that the students may not have come to know about the library and its resources, which has hindered them from appreciating what the library has to offer them

Recommendations

Based on the findings of the study, it was recommended that:

1. Efforts should be made by the authorities of the secondary school library to provide information resources of different formats as it will go a long way in attracting the students to using them.
2. Programmes that motivate utilization of library information resources should be mounted in secondary schools by authorities of these schools. These programmes could exist in the forms of reading competition, award for best library user of the term, library exhibition and display, etc. When this is done, the attention of the students will be drawn to materials provided in the library, which may be of benefit to them.
3. School libraries should intensify efforts in creating time for the students' use of the library in their time-table and curriculum. As well, the students should be taught on the essence of using library information resources and how it can develop their academic performance. Preferably, "Use of Library" should be taught in secondary schools.
4. School librarians should intensify efforts in teaching the students and users of the school library the various purposes the school library will serve them. When this is done, the student or library users develops the interest of using the school library when faced with challenges the library can solve.
5. Management of school libraries should intensify efforts to provide adequate and relevant information resources as well as provide adequate guide on how to use the library.
6. Librarians, especially, those in the secondary schools should exhibit friendly characteristics and be approachable and patient to users' problem. They are also expected to show love and kindness to all library users irrespective of status.



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