Research Paper

Availability and Utilization of Library Resources in Some Selected Secondary Schools in JOS South Metropolis, Plateau State

Dr. Lily Oluebube Ezeala
Library and Information Science Programme
Department of Social Science Education,
University of Jos

ABSTRACT
Over the years the role of library resources and it utilization across secondary schools has been advocated by professionals in the effort to improve students reading skill as well as overall academic achievement. In-line with this clarion and advocacy, this paper investigated the accessibility and utilization of library resources across some selected secondary schools in Jos Metropolis. The study formulated four research objectives and four corresponding research questions were put forward. A survey research design was adopted specifically cross sectional survey research design in conducting the study. A sample size of eighty senior secondary school students was selected from the population of eight hundred and twenty-two students across the selected twenty secondary schools within Jos South Metropolis using simple random sampling technique. A structured questionnaire developed by the researcher was used for data collection after subjecting it to content validity by experts. Data was collected using face to face method and the analysis was conducted through SPSS with the research questions answered using simple percentage and frequency count while the hypothesis was tested using PPMC. The study revealed that though library resources like textbooks and few reference materials were available and utilized by mainly staff and very few students. Modern school library resources like audio-visual and periodicals were not available due to inadequate resources, poor funding and lack of adequate provision for school library resources. The study recommends adequate funding of school libraries to make way to engaging qualified library staff and stocking of the library with current books and non-book materials.
Keywords: Education; Library Science; School library resources; Feasibility study

I.   INTRODUCTION

Education and library cannot be separated in all-round development of a child. Library constitutes the sources of good and quality education because it provides the learner with various learning materials. Education is attained as a result of knowledge imparted to a child. This makes the child todevelop abilities, attitudes, behavior and technical know-how. The agency used in acquiring,organizing and disseminating this knowledge is the library. This therefore made the provision of library services in schools at all levels, very important. With digitalization of library and development of ICT, libraries now have electronic resources which students can access from the comfort of their zones all in the effort to widen students' horizon and improve educational standard.

Different types of libraries were derived from the uses of each library: school library for primary and secondary schools; college library, for college of education and polytechnics; university library, for universities, national library, for the nation; research library, for research institutes; and so on. Knowledge is the by-product of information acquisition. This is because an individual becomes knowledgeable after acquiring the necessary information and making meaning out of the information.

Information is key to the life of every man, both young and old. Right information to an individual help to create and shape minds, develop good moral character, broaden experiences and understanding.In fact, information is the life blood of any society and vital to the society of both the government and private sectors. Adequate and effective information resources and services to children and young people are required for them to

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succeed in life. It involves some strategies and activities in making sure that the right information is generated and disseminated via effective school library services.

Library scienceaccording to Obi (2013) is a body of organizedknowledge concerned with the purposes, objectives andfunctions of the libraries. Its principles, theories methods,organization and techniques employed in performinglibrary services are all considered in the body oflibrarianship. Libraries were established to advance the course of education; no wonder Enang (2021) highlighted that the progress of any nation depends on information generation, disseminationand use which is required early enough at the primary and secondary foundation levels of education.Library objectives are interwoven with objective of any organization it is serving; and so it is with that of education. Both library and educational aim is at producing intellectually developed and complete individuals in the society. Thus, the library exists to promote and complement education and intellectual development of man.

School libraries has been seen by various authors as an indispensable tool for modern method of learning in schools. This position is informed by the role library plays in enhancing effective teaching and learning. It supports the secondary school curriculum and provides means of helping schools to achieve its educational goals and objectives. It does this by making available library resources which encourage self-development among teachers and students.

Library resources contain information in both print and non-print formats such as textbooks, journals, indexes, newspapers, reports, internet, video tapes, microforms etcetera. Library resources are therefore raw materials that provide vital services in the teaching and learning process. Teachers and students go to the library singly or in small groups to satisfy their information needs by identifying sources of information and evaluating sources of information. The secondary school library provides teachers and students with variety of resources required for teaching and learning which in turn, help in providing different formats to carter for individual learners, gifted, average or slow learners. It is at this level that children startto develop their reading habit and begin to prepare forhigher education. The importance of school library in children academic formation might be the reason why the National Policy on Education section 3 numbers. 5 and10 of 1981 recognized school library as one of the mostimportant educational services. The policy recommendsthat every state ministry of education should providefunds for the establishment of school library and for thetraining of librarians and library assistants to work in thelibrary.Furthermore,the five main objectives of the philosophy of Nigeriaeducation as stated in the National Policy on Education(Federal Ministry of Education, 2006) revised edition isconcerned with building of Nigeria on thefoundations of a free and democratic society; a just and egalitarian society; a united strong and self-reliant nation;a great and dynamic economy; a land of bright and full opportunities to all citizens.To achieve these objectives at the early stage ofeducation, school libraries must be established to helppupils and children of school age enjoy reading,learning and using library resources as lifelong habitswhich gives them the chance to evaluate and useinformation through life.

Availabilityof library resources creates an enabling environment for the utilization of library resources.It is assumed that if information is available to the teachers and students in school libraries, it could make education more effective. The main goal of the school library is for users to gain access to its wealth of information resources. Information sources are efficient if they provide relevant, useful and accurate information that can help users solve their problems. As such, availability of library facilities refers to the presence of library facilities which students can lay hands on. This means that its adequacy in quantity and quality to promotes students learning activities. The availabilityof library facilities encourages accessibility and use.Inability to access information resources in the library can result in time wasting and frustration. Such time wasting and frustration, have the potential of discouraging, rather than encouraging library use. Library resources are of no much value to the users until they are utilized.

In Nigeria, especially as it is in some other parts of the developing world, the controversial opinion that the standard of education has fallen has generated 'hot'debate in many angles. Various factors have been put forward by scholars and researchers as possible factors responsible for this ugly development. However, the national policy on education 2014; recognized the library as one of the most important educational institution for development; yet many secondary schools do not have a functional library. It is worthy of note that having a non- functional library is as good as not having a library. It is against this back drop that this study investigated the situation in Jos SouthMetropolis

STATEMENT OF THE PROBLEM

It was discovered that the number of graduates that cannot defend their certificates in Nigeria are increasing every year. Many university graduates find it difficult to write good application for a job. A number of reasons may accrue, ranging from, incessant strike action in Nigerian universities to poor reading habit among students; but as a lecturer in the university of Jos, it was observed in the course of routine workthat many of the newly admitted students seems not to know much about 'library resources and the use of library' there is a strong suspicion that the students may not have learn to use the library well at the primary and secondary school levels which is the stage they supposed to learn to read.This observation was made from the way new

students in their first year write and submit assignments as well as examination questions. Major faults common with almost all the new students includes;narrow knowledge of the work; no references, and citation andthen very few points of expression, among others.When questioned, they replied that they have written what they know. This attitude calls for concern because if not properly handled it will affect their academic performance and the society at large. This turnover is very dangerous because it a threat to human and national development. Although, there exist handful of studies on library resources but the present study investigates availability and utilization of library resources across selected secondary schools in Jos South Metropolis. Hence, to what extent are library resources available across secondary schools in Jos South metropolis?

AIM AND OBJECTIVES OF THE STUDY
The aim of this study is to investigate the availability and usability of library resources across selected secondary schools in Jos South Metropolis.The specific objectives are to:
1.   ascertain the availability of school library across secondary schools in Jos South Metropolis
2.   identify the library resources available in school libraries in the study area
3.   find out the extent of library utilization among the library users
4.   identify the problems militating the use of school library resources

RESERARCH QUESTIONS
The study answered the following research questions:
1.   To what extent are school library available across secondary schools in Jos Metropolis?
2.   What library resources are available in the secondary schools in the study area?
3.   To what extent are library resources utilized by the users?
4.   What are the problems militating the use of school library resources?

SCOPE
The study was limited to eight secondary schools selected from the four districts of Gyel, Zawan, Kuru and Vwang in Jos south metrpolis of Plateau State. The study examined all library collections ranging from books to non-book materials, with audio-visual materials. library location, staff and space in the library.

II.   LITERATURE REVIEW
        School library is a library established for primary andsecondary schools. It is a library built to develop andenhance reading habit of primary pupils and secondaryschool students. The collections of school libraries arebasically children literature and other reading materials oftheir levels with reference materials (in both prints and non-prints), depending on the financial strength of the school management. They are written with simple language foreasy comprehension. It is at this level that children startto develop their reading habit and begin to prepare forhigher education. To achieve these objectives at the earlystage of education, school libraries must be establishedand equipped with the relevant resources in print andnon-print format to help pupils and children of school ageto enjoy reading, learning and using library resources aslifelong habits to evaluate and useinformation.However, the present situation of school libraries in thecountry seems worrisome as Egesimba et al. (2011) confirms that inadequatestaffing, inadequate materials, inadequate funding,obsolete library collections, poor infrastructures and poorreading environment for pupils and students as well asinsufficient awareness of the role of school libraries ineducation are the challenges facing school librarydevelopment in the country. He went further to affirm that the ministry of education rarely provides funds for theestablishment of school libraries and for the training oflibrarians and library assistants. He also observed that the Nigeriangovernment has not provided adequate financial backingto support the school libraries in the country. Most of theschool libraries in Nigeria could be regarded aswarehouse for old books. Some of the books were covered with dust that had gathered overtimedue to lack of library staff. Quadri (2009) adds that thechallenges that hinder effective performance of mostschool library services in Nigeria were that of personnelfor library services and finance for acquisition of librarymaterials.The findings of Daramola (2013) on the issues andoptions in selected secondary school libraries in Akure,Ondo State was an exposure of the situation of schoollibraries in Nigeria. The study found out that mostsecondary schools had libraries, but they enjoy very lowpatronage and were not properly located. There is alsothe problem of limited facilities in most of the schoollibraries. Computers, electronic media as well as theinternet facilities are also absent in most school libraries. It seems that his is what is obtainable in many school libraries in Nigeria.

IMPORTANCE OF SCHOOL LIBRARIES
        The library especially the school library has a major roleto play towards the provision of functional education atearly stage of schooling. It is the type of library that ischarged with the responsibility of making informationresources available to the primary and secondary schoolpupils or students for the purpose of

developing readinghabit and use of library at early stage of education.Daramola (2013) posits that the significance of a library ina school environment is inestimable, most especially atthe foundation stage of education. The development ofreading habit in the life of people takes its root fromearly use of school libraries. Morris (2004) points thatschool libraries are established to provide a range oflearning opportunities for both large and small groups aswell as individuals with a focus on intellectual content andinformation literacy to enhance and improve theintellectual content of school libraries, they must besubjected to sound policy formulation and effectiveimplementation. Udofia (1997) notes that school libraryhelps in encouraging the development of skills in reading,prompting readers to literary appreciation, providing asource of subject information and intellectualdevelopment as stimulating factor in education. Adedeji(2004) and Ajayi (2007) illustrate the importance ofschool library in attaining the educational objectives by:Developing in the entire citizenry a strongconsciousness for education and strong commitment toits vigorous promotion, Catering for the learning needs of young persons,their schooling through appropriate forms ofcomplementary approaches to the provision andpromotion of basic information resources, Ensuring the acquisition of appropriate level ofliteracy, numeracy, manipulative, communicative and lifeskills as well as the ethical, moral and civic valuesneeded for laying a solid foundation for lifelong learning.As a matter of national objective, school library must beestablished in every public school built with the country"stax payers" money. It has to be a condition forestablishing any public school. The collections of theschool library must be adequate and relevant. Obi (2009)illustrates that school library collections are provided toachieve the following:provision of information sources required for schooleducation,improving the reading skills and learning habits ofpupils,providing pupils with the skills required to transformthe gathered information into knowledge,assisting pupils to broaden their knowledge byreading fictions which form 75% at the library"collections,helping pupils and secondary school students developthe habit of using libraries later in life.Based on these facts, Omehia (2005) adds that schoollibraries are needed by pupils and students all over theworld. It is upon this background that sound educationwill be built. With the assertions of these authors, theimportance of school libraries in the life of Nigerianchildren as it concerns primary and secondary schooleducation cannot be discountenanced.

Availability of information is central to human development, but insufficient knowledge may create problems resulting in abject poverty, ignorance, hunger, illiteracy and so on. Aguolu (2002) noted that for any library to flourish in any society, the economy must be sufficiently vibrant. The author went further to say that; To succeed in any aspect of human endeavor, availability and accessibility to timely and up-to- date information materials are very essential. In the same line of thought. Maram, (2002) and Tofi (2019) confirm that unavailability of library resources in most educational institutions have negative effect on the use of library resources. According to Sheba (2001) the gap in the availability of library resources relevant to the needs of users perhaps made the UNESCO in 2005 to campaign for the establishment of national information system in all countries with a view to meeting the information needs within a given country. Contribution to the concept of availability, Popoola (2001) perceives availability of library resources as a sine-qua-non to effective library services. The author further asserts that the task of the library is that of collecting, sorting and organizing books and book materials and making them available to the users. This implies that availability of books and book materials is central to information provision in school libraries, and it can be used as a measure of library performance.

Library utilization refers simply to the extent of usage of library resources by the students and teachers of the selected schools. The library is not just a reservoir of knowledge, information and research works but, it also creates an avenue for accessing the treasure. In view of this, students and teachers make use of the library resources for academics, leisure and information. This is because use of library, in the words of Ugah(2008) stimulates excitement and instills confidence in the users to develop their talents potentials and capabilities both academically, socially and otherwise. Ugah further added that utilization of library resources by users enhance frontiers of their knowledge and help them to make discovery on their own. This is true, because a child that cultivates habit of reading is generally ahead of the mates.Library provides books, films, computers, internet, microform, CD-ROM and other information resources for use. It can also provide information sources for both able and disable users. Every school Therefore, needs a library.

Library resources means the contents of the library with equipment in inclusion. They include raw materials that provide vital services in the teaching and learning process. Availability of library resources creates an enabling environment for proper use of library; but the resources must be relevant, accurate and timely.An excellent school library with dynamic program is a basic essential requirement for quality education. Onohwakpor (2007) made it clear in her study on impact of school libraries on students where it was disclosed that for all primary and secondary school libraries, where they exist at all are run by staff without any library training. This research will therefore, confirm the situation in the secondary schools in Jos with special reference to Jos-South Metropolis.

III. METHODOLOGY

The study adopted descriptive survey research design specifically cross sectional survey research design which enable the researcher gather consensus of opinions of respondents who are expected to provide insight on the issues under investigation.The population was made up of eight hundred and eighty-two students across the selected eight secondary schools used for the study. These eight schools were randomly selected within Jos South metropolis and consists of both private and public schools. A sample size of eighty students were selected from the total population across the eight schools using simple random sampling technique which provides equal chance for each elements to be selected and used for the study. Two instruments were used to generate data; A structured questionnaire developed by the researcher and direct observation. Direct observation was employed to enable the researcher validate some of the responses obtained through the questionnaire. The questionnaire was divided into two sections 'A' &'B'. Section A contained demography of respondents while section B was analytical questions. The section B was structured based on five point Likert scale. The validity and reliability of the instruments were duly examined and approved by experts in test and measurements department in University of Jos. The researcher administered the instruments to the respondents face to face and retrieved same instruments on the spot.The data was analyzed through SPSS with the findings presented using frequency distribution tables and simple percentages

IV. RESULTS
Table 1: Percentage Distribution of Questionnaire according to Schools

S/No	SCHOOL	Ownership	No. Distributed	No. Returned	Percentage Returned
1	G.S.S. Gyel	government	10	10	100%
2	Noble College	Private	10	10	100%
3	CMI Zawan	Private	10	10	100%
4	G.S.S Kwata	government	10	10	100%
5	St. Joseph College Vom	government	10	10	100%
6	G.S.S. Vwang	Private	10	10	100%
7	Science School Kuru	government	10	10	100%
8	St. John Bosko Trade school	Private	10	10	100%

Source: Field Survey

Table 1 showed that a total of eighty questionnaires were distributed and returned and were eventually used for the purpose of this study.

Table 2: **Availability of the school library**
QUESTION 1: Library is available in our school

S/A Count/%	Agree/%	Undecided / %	Disagree /%	Strongly Disagree /%
49 (61.5%)	30 (37.5%)	1(1%)	-	-

Source: Field survey.

Table 2 indicates that almost all the schools used for the purpose of this research have libraries as 99% of the respondents are of the affirmative that a library does exist in their schools.

Table 3:Library Utilization
Question 2: What is the frequency of use of library resources in your schools?

Frequency	Strongly agree/%	Agree/%	Undecided/%	Disagree/%	Strongly disagree/%
Everyday	35 (44%)	8 (10%)	-	-	-
Twice a week	-	-	-	-	-
Once a week	-	-	-	-	-
During Examination	20 (25%)	17 (21%)	-	-	-
Never use the library	-	-	-	-	-

Source: Field survey.

Table three indicates that 54% of the respondents use library resources in their schools every day,45% of the respondents use the library resources only during examinations. This implies that a good number of the respondents do use the library resources available in their schools. The library users may be mostly teachers as impact of the use of the library is yet to manifest on the students.

Table 4: Availability of library resources
The following library resources are available in your school library

Responses						
Items	**Strongly agree**	**Agree**	**Undecided**	**Disagree**	**Strongly disagree**	**Total**
Reference materials	13/16.3%	20/25%	30/37.5%	10/12.5%	7/8.7%	
Dictionaries	49/61.5%	10/12.5%	9/11%	8/10%	4/5%	
Encyclopedias	13/16.3%	10/12.5%	37/46.2%	16/20%	4/5%	
Hand book	2/2.5%	4/5%	41/51.2%	28/35%	5/6.3%	
Manuals	7/9%	39/48.5%	20/25%	6/7.5%	8/10%	
Indexes	1/1%	4/5%	16/20%	54/67.5%	5/6.5%	
Abstracts	1/1%	1/1%	13/16.5%	35/44%	30/37.5%	
Bibliographies	2/2.5%	3/3.5%	20/25%	40/50%	15/19%	
Directories	4/5%	1/1%	15/19%	23/28.5%	37/46.5%	
Almanacs	10/12.5%	30/37.5%	5/6.5%	15/19%	10/12.5%	
Maps	36/45%	34/42.5%	5/6.5%	2/2.5%	3/3.5%	
Yearbooks	13/16%	15/19%	20/25%	22/27.5%	10/12.5%	
Atlases	2/2.5%	10/12.5%	13/16.5%	20/25%	35/44%	
Gazetteers	0/0%	5/6.5%	7/8.7%	45/56.3%	23/28.5%	
Government Docs.	5/6.5%	25/31.5%	20/25%	15/18.5%	15/18.5%	
Textbooks	65/81.5%	15/18.5%	0/0%	0/0%	0/0%	
Pamphlets	1/1%	1/1%	13/16.5%	35/44%	30/37.5%	
Periodicals	0/0%	5/6.5%	7/8.7%	45/56.3%	23/28.5%	
Serials/Journals	2/2.5%	3/3.5%	20/25%	40/50%	15/18.5%	
Magazines	36/45%	34/42.5%	5/5.5%	2/2.5%	3/3.5%	
Newspapers	49/61.5%	10/12.5%	9/11%	8/10%	4/5%	
Vertical files	0/0%	5/6.5%	7/8.7%	45/56.3%	23/28.5%	
Literature books	55/67.5%	15/18.5%	5/6.5%	5/6.5%	0/0%	
Picture books	5/6.5%	25/31.5%	20/25%	15/18.5%	15/18.5%	
Plays	35/44%	15/18.5%	15/18.5%	8/10%	7/9%	
Novels	55/67.5%	15/18.5%	5/6.5%	5/6.5%	0/0%	
Poetry	45/56%	15/18.5%	10/12.5%	5/6.5%	5/6.5%	
Audio Resources	2/2.5%	3/3.5%	20/25%	40/50%	15/18.5%	
Radio Lessons	0/0%	5/6.5%	7/8.7%	45/56.3%	23/28.5%	
Audio-on reals (Tapes and cassette recorders)	4/5%	1/1%	15/19%	23/28.5%	37/46.5%	
Record player	9/11%	4/5%	10/12.5%	23/28.5%	34/42.5%	
Photographic	36/45%	34/42.5%	5/6.5%	2/2.5%	3/3.5%	
Audio/Visual Res.	4/5%	1/1%	15/19%	23/28.5%	37/46.5%	
Television	9/11%	4/5%	10/12.5%	23/28.5%	34/42.5%	
Computer assisted instructional materials	5/6.5%	25/31.5%	20/25%	15/18.5%	15/18.5%	
Motion pictures and projection equipment	0/0%	5/6.5%	7/8.7%	45/56.3%	23/28.5%	
Display or Chalk board	2/2.5%	3/3.5%	20/25%	40/50%	15/19%	
Slides	2/2.5%	10/12.5%	13/16.5%	20/25%	35/44%	
Films	1/1%	1/1%	13/16.5%	35/44%	30/37.5%	
Filmstrip	1/1%	4/5%	16/20%	54/67.5%	5/6.5%	
Mean						

Source: Field Survey

The results from table five shows that the available library resources include; Dictionaries, maps, atlases, Government document, Textbooks, Pamphlets, Journals, Newspapers, Literature book, and display boards. While the resources that are not available are as follows: Encyclopedias, handbooks, manuals, indexes, abstracts, Bibliographies, directories, yearbooks, Almanacs, Gazetteers, Vertical files, Radio lesson, Audio on-reals Record and Record player, Photographic, Television, Computer assisted instructional materials, Motion pictures, projection equipment, slides, Films and Filmstrips. This is not good enough for pupils to form good reading habit.

Question five: Your school Library suffers from the following problems
Table 6: Opinion of respondents on problems facing school libraries

Responses						
Problems	**Strongly agree/%**	**Agree/%**	**Undecided/%**	**Disagree/%**	**Strongly disagree/%**	**Total**
Lack of convenient accommodation	22/27.5%	27/33.5%	2/2.5%	15/18.5%	14/17.5%	
The school Librarian are not Friendly	15/18.5%	4/5%	4/5%	28/35%	29/36.5%	

Inadequate space	10/12.5%	32/40%	2/2.5%	25/31.5%	11/13.5%	
Lack of funding for the school libraries	25/31%	28/35%	5/6.5%	10/12.5%	12/15%	
Lack of relevant books	36/45%	29/36.15%	2/2.5%	5/6.5%	8/10%	
Lack of reading tables and chairs in the libraries	10/12.5%	18/22.5%	4/5%	28/35%	20/25%	
Inadequacy in library opening hours	12/15%	23/28.5%	3/3.5%	27/33.5%	15/18.5%	
Noninvolvement of library staff in library collection development	13/16%	26/32.5%	5/6.5%	26/32.5%	10/12.5%	
Non availability of library materials or equipment	24/30%	31/38.5%	4/5%	13/16.5%	8/10%	
Lack of quality Librarian	21/26.5%	25/31%	4/5%	14/17.5%	16/20%	
Absence of Library in schools	9/11.5%	6/7.5%	2/2.5%	32/40%	31/38.5%	
Most of the relevant books have been stolen	29/37%	29/37%	3/3.5%	13/16%	5/6.5%	
Absence of library instruction	18/22.5%	16/20%	6/7.5%	23/28.5%	17/21.5%	
Wrong arrangement of books	8/10%	19/23.5%	5/6.5%	24/30%	24/30%	
Mean						

Survey: Field survey.

The result of the data analyzed in tables 6 above shows that the respondents agreed on many items listed as problems to the use of library resources in secondary schools in Jos South Metropolis of Plateau State as all the items seen above constitutes inhibition to effective use of school library resources by students. This implies that the above stated problems in table 6 hinders secondary school students in Jos South Metropolis the availability of library resources for their utilization.

V.   DISCUSSION OF THE FINDINGS
In the secondary schools under study, some library resources like dictionaries, textbooks, atlases, pamphlets, literature books among others are available. In view of this, it is important to note that relevant modern resources were not found in all the schools under study.More so, the number of students who use the available library resources everyday ranks the highest while few students use library resources during examination.Furthermore, lack of convenient accommodation, lack of fund, untrained library staff, lack of relevant books and non-involvement of the library staff in collection development among others were identified as problems.

VI.   SUMMARY OF FINDINGS
It is pertinent to note that though secondary schools in Jos South metropolis have libraries, the libraries are not of the required standards. Most of the schools visited, use office space available as libraries while some demarcate classroom blocks for the libraries. Suffice to also state that the libraries are not managed by librarians, but teachers who are not trained to manage library resources or provide ideal library services.
The researcher found out from data, that the respondents may utilize the available library resources every day and also during examinations, However, data also showed that not all the relevant resources were available. Hence, students do not make effective use of all the relevant library resources. This is likely to limit the student's opportunity to develop and be current with new changes in their various fields of study. This has a very negative effect on the students/pupils.
On the available resources in the library, the findings revealed that there were dictionaries, maps, atlases, Government document, textbooks, pamphlets, journals, newspapers, literature books and display boards. The following materials however, were not found. These are as follows; encyclopedias, handbooks, manuals, indexes, abstracts, bibliographies, directories, yearbooks, almanacs, gazettes, vertical files, radio lesson, audio on-reals, record and record player, photographic, television, computer assisted instructional materials, motion pictures, projection equipment, transparency, slides, films and filmstrips. The absence of these resources may lead to inefficiency in achieving the goals of secondary school education.

VII.   CONCLUSION
Achievement of schools in their roles and services is in the content of school library resources availability, maintenance, management and administration of school libraries as inefficient management of

school libraries will lead to non-utilization of library resources. The overall effect will be that present educational system would not realize its aims and objectives.

This study has revealed the situation of the availability and utilization of school library resources in secondary schools in Jos South Metropolis of Plateau State and from the data analyzed and interpreted in this research, these conclusions are drawn;

Poor funding on the part of the Government towards library development in the secondary schools under study coupled with poor financial resources of the secondary schools has hampered effective availability and utilization of school library resources. It is therefore believed that adequate funding will solve the problem of convenient accommodation, modern library resources as well as qualified librarian.

Non-print media were generally absent in the school libraries. Textbooks and other print materials were made available to some extent in most of the school libraries. However, there is need to stock secondary school libraries with current library resources to enhance effective utilization. It was discovered that in all the schools visited, most of the schools lacked a library building, rather classrooms and offices were converted to library.

It was also observed that most school libraries are not well managed hence a lot of mismanagement was carried out. This can to some extent be attributed to inability of the government and private school owners to employ trained and qualified librarians in the school libraries as investigation also revealed that the library helps students to have knowledge of books, learn about career development and also provide reference services to its user.

Based on these findings and analysis, it is reasonable to conclude that modern school library resources are lacking in secondary school in Jos Metropolis as what is provided in the name of school library fall far below the stipulated standard of the Federal Ministry of Education. Ironically, students in secondary schools in Jos South Metropolis are interested in school library services as this was demonstrated in the utilization of the available school library resources even when the few materials available were poorly organized for effective utilization.

Finally, the researcher posit that the government stated objectives on educational development with respect to library will continue to be a mirage until positive and urgent steps are taken to accord librarianship, development and acquisition of library resources their pride of place in the scheme of secondary school education.

VIII.   RECOMMENDATIONS

On the basis of the findings of the study, the following recommendations were made;

1.   School libraries should stimulate the utilization of their resources by making availability of these resources their priority.

2.   Latest information technology should be used to build library infrastructures, which includes upgraded intranet, extranet and internet and available software programs to facilitate the capture, analysis, organization, storage and sharing of internal and external information resources for effective knowledge exchange among users, resource persons, publishers, government agencies, business and industries and other organizations via multiple channels and layers.

3.   School authority should make available visual materials to enable students have concrete ideas or concrete information in the library.

4.   Reference materials should be made available for users to utilize in the library.

5.   There is great need to increase full financial allocation to school libraries and education generally. There is therefore the need to involve the organized private sector, philanthropic individuals and agencies in this venture. The Parents' Teacher Association (PTA) should be made to play vital role in this regard.

6.   The state branch of Nigerian Library Association (NLA) should organize development and training courses for school librarians to enhance their efficiency in the running of the school library through 'Extension Services.'

7.   The Post Primary Schools Board (PPSB) should see to it that every secondary school established should have a library. There should be law that will stipulate the standards for adequate school library.

8.   New and current books and other educational resource materials should be provided. This should include audio-visual equipment.

9.   The stock of the school libraries should be good and adequate in quality and quantity so as to reflect the school curriculum.

10.   In order to attract both teachers and students to use the library resources, the librarian should be qualified and exhibit some level of courtesy towards the library users.

It is the belief of the researcher that if all the recommendations made above are implemented, the school libraries will be in a proper position to play their expected roles thereby making library resources available to students for utilization. And in turn impact their academic performance.

SUGGESTIONS FOR FURTHER STUDY
1.   This study is carried out in only eight secondary schools in Jos South Metropolis,Plateau state but it should extend in scope to cover all the secondary schools in the local government area.
2.   The attitudes of students towards the use of school library resources
3.   The role of librarians in the utilization of school library resources in teaching and learning
4.   The study is limited to availability and utilization of school library resources. It should be extended to other areas such as organization of the school library resources, management and maintenance of library resources etc.

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