

Survey of Library Space Allocation in Selected Secondary Schools in Samaru Environs

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Abstract

This research work is on Survey of Library Space Allocation in Selected Secondary Schools in Samaru Environs. One of the objectives of the study was to investigate the impact of students' population on allotted school library space in secondary schools in Samaru environs. Survey research design utilized quantitative method to collect data. However, the population of the study included fifteen (15) selected secondary schools comprising of sixty (60) secondary schools' libraries and the librarians or teacher/school librarians both private and government owned establishment in Samaru environs. While the instrument for data collection was structured questionnaire which was subjected to a test of validity by professional librarians and reliability using three (3) teacher/school librarians or assigned person from Barewa College, Gaskiya, Zaria in Kaduna State. The reliability coefficient was found to be 0.76 using Split-Half method. One of the findings revealed that the library space allocated is not commensurate with the total number of students' population. This could be attributed to the fact that the school management lack vision for future growth/development of the school because there is no room for further expansion due to inadequate land. It was concluded that most school managements do not plan for future growth/development because there is no room for expansion. Among the recommends was that before State Ministry of Education will give approval for the establishment of any school, they should ensure that the proposed school administrator has adequate land mass that will cater for future development of the school in general and the library in particular

Keywords: School Library, Library Space Management, Library Space Allocation

Introduction

School library is central to learning and plays a key role as a place for encouraging innovation, curiosity and problem solving. School library as an engine room of a school, provides the teachers with the necessary recorded information that will facilitate teaching and learning. Rasaan (2000) and Edeghere (2001) noted that school library is important because it is the life-wire and foundational to upbringing of good children, stocks of materials are collections that are of deliberate interest to the development of young teenagers. Lance (2016) opined that once a child learns to use a library, the doors to learning are always open. Eventually, they will become literate and productive in the community (Fisher, Pride & Miller, 2006).

As good as the school library is to the overall development of a child in school, Poll and Boekhorst (2007) opined that some schools do not have a special space for central accommodation which provides access to books, information, audio-visual materials, other media and reliable internet access. Lack of space for school libraries continues to be one of the biggest, challenges confronting school librarians (Erikson & Markuson, 2007).

School library space has generated a lot of concern among scholars regarding the negative attitude of most school administrators toward library space allocation. Owate and Okpa (2013) asserted that no matter how hard you try, how convincing one's argument, one will inevitably end up with less space and that there is no National Policy for space allocation for school libraries in Nigeria. That is why Robin (2005) argued that any high school without an efficient and effective library is comparable to a car without an engine. For this reason, the focus of the work is on the study of space allocation per student in secondary school libraries in Samaru environs.

Objectives of the Study

The objectives of the study include the followings:

1. To investigate the impact of students' population on allotted school library space in secondary schools in Samaru environ.
2. To determine how school landmass affected the allotted school library space in secondary schools in Samaru environ.
3. To appraise the role of succeeding school administration on the issue of expanding library space allocation in secondary schools in Samaru environ.

Research Questions

The following research questions were formulated to guide the conduct of the study:

1. What is the impact of students' population on the provision of school library space in secondary schools in Samaru environ?
2. To what extent has allotted space affected school library space in secondary schools in Samaru environs?
3. What are the roles of librarian on the issue of library space allocation in secondary schools in Samaru environ?

Significance of the Study

This study is essential because it provides an insight on the issue of school library space allocation. It will serve as an important document in planning and management of the school library. It will also assist library planners, specifically in respect to library space allocation per student such as having adequate plan and forecasting for future development. It is of great value

to parents, teachers, educational administrators and those that are interested in the physical, mental and intellectual development of the students.

Review of Related Literature

School libraries are important as they are the life-wire and foundational to the upbringing of children. Libraries make a difference to students' understanding through the materials they acquired (National Library New Zealand, 2016). Adio and Olasina (2010) added that school libraries are viewed as an important component of the massive educational effort of the Federal Government and that without the library; no meaningful academic efforts can be carried out. However, a well equipped library could encourage both students and teachers to engage in a process of self-learning and independent inquiry which educationists usually refer as auto-education (Aina, 2006). In addition, Beating Heart of the School (2014) stated the library has an impact on learning across the curriculum, encourages independence and it particularly important in the vital task of promoting pupils' reading and improving their information literacy skills. The library also caters for the varied personal interests of the whole school community-education in its widest sense

As good as the library is to any educational system, Rendina (2016) opined that lack of a good instructional space is one of the design problems that ... see frequently in school libraries. Erickson and Markuson (2007) asserted that some school administrators believe that school libraries can be smaller than they were in the past, because print materials are being replaced by digital resources. Though, they are of the opinion that, the complexity of finding quality information from digital materials makes the need for library instructional space to instruct students and teachers more important than ever. Some authorities have indicated standards for

the school library space provision. The Library and Information Science Encyclopedia (1983) observed that the California State College System assumes that seats for 25% are essential. These changes reflect not only the maturing of new disciplines but also the quality of knowledge there to be learned and the methods of teaching that are required for students to dig out their own source material from the world of print instead of taking their information solely from class lectures and textbooks. Similarly, Lyle (1974), stated that there is no magic formula for estimating required reader capacity, but librarians generally recommend 25% to 30% of the projected upper limit enrollment – unless there are special reasons for increasing the estimate.

However, the International Encyclopedia of Higher Education (1978) identified that the standards for readers' activities are estimated on the basis of providing seating space for an average of 30% of the full-time student body. However, the Library Association (1970) opined that provision in secondary schools should be made for one-tenth of the students to use the library at any one time, with an allocation of 25sq.ft for each reader, plus 300sq.ft for administration accommodation. Areas to be provided include those for: informal reading, class and / or group work, individual work with resource materials e.g. tapes, slides, records, issue and discharge of books, librarians workroom, readers' advisory desk, workroom for use by teachers and technicians in connection with visual-aids, shelving and storage of books and periodicals, exhibition and display.

Nevertheless, the Library Association (1977) added that provision should be made for one-tenth of the students to use the library at any one time with an allocation of 750 cm for each reader, plus 9000cm for administration accommodation. Kumar (2004) added that a library building should be planned possibly for 10yrs, keeping in view the rate of stock development, number of readers, future use, microform etc the building should be extensible to allow for future

growth with minimum disruption. WBDC (2008) noted that planning for effective library facilities begins with determining the library design population; identifying the population; the expanded library will be expected to serve. Having identified the standards for library space, Corbett (2011) observed that even though the library building is essential to an effective digital library, it is often one of the more neglected areas. One reason for this neglect is that school administrators often fail to give the library its own space.

Nevertheless, the importance of good personnel in the library cannot be over emphasized because they are the ones that see to the day to day affair of the library. Oddone, (2013) observed that a positive correlation is found between the presence of a qualified teacher librarian and student achievement. It is stressed that having a qualified school librarian, a well-developed library collections, collaborating and co-teaching between the teacher librarian and teaching staff all elevate student learning. Libraries All Party Parliamentary Group (2014) asserted that a good library is managed by the library professional that understand, and have the resources to support, the curriculum. The American Library Association (2017) added that school librarians are highly involved with other leaders playing a critical role in their school through consistent and sustained collaboration with other educators. That they don't only participate in but deliver professional development to peers, educators and staff in their schools. That is why; Lonsdale (2003) acknowledged earlier that a strong library programme that is adequately staffed, resourced and funded can lead to higher student achievement regardless of the socio-economic or educational levels of the adults in the community.

Methodology

The study used survey research design which utilized quantitative method to collect data from secondary school libraries and the librarians or teacher/school librarians in Samaru environ. The population of the study includes fifteen (15) selected secondary school libraries and the librarians or teacher/school librarians both private and government owned establishment in Samaru environ were selected randomly. Random sampling method was used to select the 60 secondary school libraries and the librarians or teacher/school librarians who were the subject of the study. The structured questionnaire and observation were the instruments for data collection. The structured questionnaire comprising Part I consisting of respondents' data. Part II consists of eight items covering the three research questions.

The structured questionnaire developed for the study was validated by professional librarians and research experts to ascertain the construct, face and content validity in order to allow for reliability of use. The essence of this was to ensure that the content and construct of the questionnaire was in line with the ability and experience of the respondents. The items in the structured questionnaire were subjected to the test of reliability using the Split-Half method. A pilot study was carried out using three (3) teacher/school librarians or assigned person from Barewa College, Gaskiya, Zaria in Kaduna State. The reliability coefficient of the questionnaire was found to be 0.76; this means the instrument is reliable. The data generated was analyzed using simple percentages, table and chart

Result

Out of the sixty (60) questionnaires distributed out, fifty (50) questionnaires were duly returned and filled. **Research Question One:** What is the impact of students' population on the provision

of school library space in secondary schools in Samaru environ? The result is presented in Table 1& 2 below

Table 1: Total Number of Students' Body

S/No	Options	Response	Percentages
a	001-200	11	22
b	201- 400	15	30
c	401- 600	14	28
d	601- above	10	20
e	Total	50	100%

Table 2: Total Number of Readers' Space available in the Library

S/No	Options	Response	Percentages
a	1-20	27	54
b	21-40	17	34
c	41-60	2	4
d	61-80	2	4
e	81-100	1	2
f	101and above	1	2
g.	Total	50	100%

Tables 1 and 2 explain clearly the total number of reading spaces available in various secondary school libraries visited. In the comparison of the two tables using the highest frequency in both data to determine mid-point of students that can use the library at a time, that is, 10 divided by 300 and then multiplied by 100%, the result will be 3% or one-thirty of that data represents student body that can use the library at a time. This falls far below the required standard as it is set against the 25% to 30% or one-tenth that is recommended earlier by scholars.

Research Question Two: To what extent has allotted space affected school library space in secondary schools in Samaru environs? The result is presented in fig.1 below

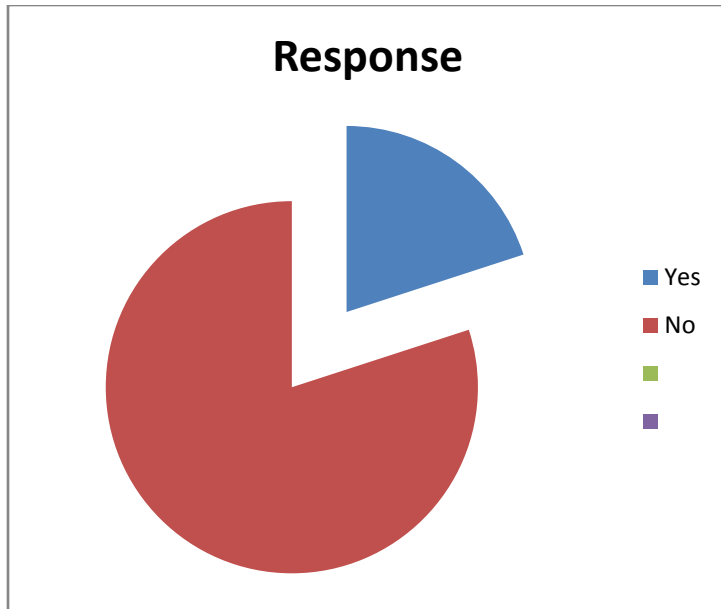
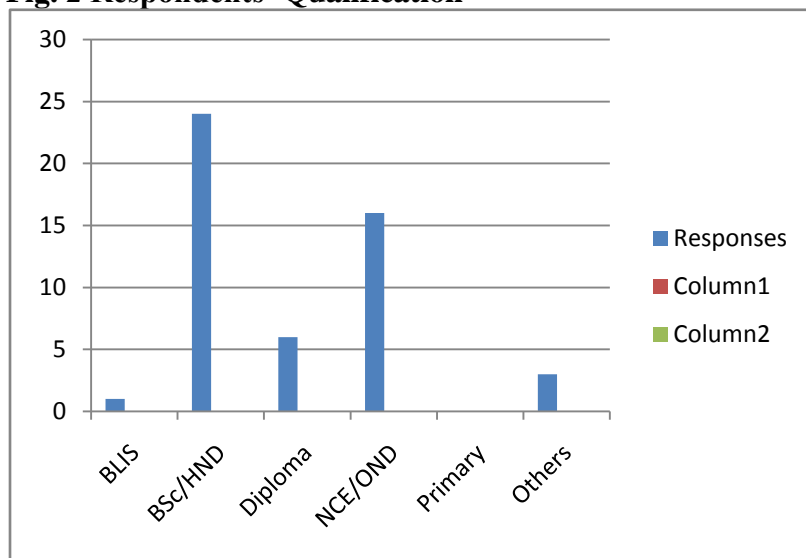


Fig. 1: Availability of Space for Library Expansion

From the above, it can be said that most of the schools visited do not have adequate space for expansion of the library. This could be detrimental to the developmental growth of the students at this level because if the students at this level can use the library conveniently, they might continue with this when they reach advance stage of learning.

Research Question Three: What are the roles of succeeding school administrators on the issue of library space allocation in secondary schools in Samaru environ? The result is presented in fig. 2 below

Fig. 2 Respondents' Qualification



From the above fig., it can be concluded that most school managements do not employ qualified librarians to run the affairs of the school library because the statistics have shown that graduates with BLIS qualification have the lowest data of 1count (2%) while those with BSC/HND have the highest percentage with 24counts (48%). However, people with Diploma have 6counts (12%), NCE/OND 16counts (32%), others 3counts (6%) while holders of Primary School Leaving Certificate and School Certificate constitute 0%.

Discussions

The discussion of the finding was done in line with the research questions of the study. One of the findings revealed that the total library space provided is not commensurate with the number of students' population. This means that the school administrators did not make provision for one-tenth of the students to use the library at any time probably because the school administrators do not see the library as the life-wire and foundational upbringing of the children (Rasaq, 2000 & Edeghere, 2001). It is against this background that Robin (2005) noted that any

high school without an efficient and effective library is comparable to a car without an engine. It was also established that there is significant difference between land available and library space provided simply because the school administrators do not plan for future or do not envisage future growth/development in the school. WBDC (2008) noted that planning for effective library facilities begins with determining the library design population; identifying the population; the expanded library will be expected to serve. Finally, the study has also established that the educational level of the librarians or teacher/school librarians has no relationship with the library space provided.

Summary of the Major Findings

The followings were the summary that was derived from the study:

It was discovered that the school administrators have not provided adequate library space despite the high number of student body they have.

In addition, it was observed that most of the school libraries do not have adequate space for expansion.

Finally, it was noted that the personnel employed to manage the affairs of the library have no significant relationship to the space provided.

Conclusion

From the summary of the findings of the study, it can be concluded that the library space allocated is not commensurate with the total number of the students' population which could be

attributed to the fact that the school management lack foresight to plan for future growth/development by making provision for space or land for future expansion.

Recommendations

From the summary of the major findings, the following recommendations were made:

There should be a National policy on school library space allocation that will state the standard for reading space in schools which should be provided by any individual/group/organization that intend to establish any school.

In addition, before State Ministry of Education will give approval for the establishment of any school, they should ensure that the proposed school administrator has adequate land mass that will cater for future development of the school in general and the library in particular.

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