

## Library Resources and Students' Learning Outcomes in Secondary Schools in Ekiti State, Nigeria

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**Abstract:** This study examined library resources and students' learning outcomes in secondary schools in Ekiti State, Nigeria. As a descriptive survey, the study population comprised all the 170 secondary schools in the State. Out of this population, a sample of 120 schools was drawn and selected through the process of stratified random sampling technique. Out of the 3640 teachers in the sampled schools, 560 teachers made up of 120 principals and 440 teachers were selected for the study. The process of selection was by stratified random sampling technique. The instrument used to collect data for the study was a inventory which requested for information among other things on the level of development of school libraries in the State and students' learning outcomes in the schools. The data collected were analyzed with the use of percentages Person Product Moment correlation analysis and the t-test. The findings revealed that the level of development of school libraries in the State was low while the condition of libraries was poor. Based on the findings, it was recommended that the State government should intensify more efforts at reviving school libraries in the State.

**Key word:** Libraries, resources, students' learning, outcome, schools

### INTRODUCTION

The school library has been described as the whole stock of books and other resource materials in a school. It is a collection of a wide variety of learning and teaching materials which were housed in a place and centrally organized by staff and indexed to serve readers (Waite, 1989). It could comprise not only books or periodicals but also non-print materials, films and slides and tapes. These resources could be seen in 2 ways namely material resources such as books, journals, materials such as CD Rom, microfilm, microfiche and dissertation abstracts and human resources such as the librarian and supporting staff. Thus, the school library is the resource centre of any school (Vanguard, 2004; LibraryLand Index Project, 2006). It is a service point and a self-development centre. It is also the hub of individual studies in schools (Jones, 1990). As such, the old days of relying on textbooks were past. A good student should be able to locate and extract information from primary and secondary sources in the library (Gibbs, 1990).

The development of school libraries varies from one country to another. In Jamaica, for instance, Henry (1982) reported that school libraries were at a developing stage exhaling inadequacies in funding, staffing, physical facilities and the services provided. In Tonga, South Pacific, Gannicott and Throsby (1992) reported that there

was a critical shortage of reading materials in school libraries. In the Sudan, Abdelgadir (1984) found a wide gap between the ideal school library and library collections while Abduljalil (1985) reported that book availability provides a good measure for evaluating library service. Self (1990) too, argued that providing students with access to an expanded collection would increase their use of the library.

In Kenya, however, Makuwi (1990) found that the development of school libraries was on a better footing than some other African countries. He however, observed that the standard compares very poorly with what operates in school libraries in developed countries and is far below the recommended number of volumes by the American Library Association which suggests a minimum base collection of 20,000 items for a school of 500 or less providing 40 items per pupil. In Namibia, Totemeyer (1991) reported that 22.7% of all Namibian schools keep a book collection of some sort while 77.3% of the schools are without any library facilities. In Zambia, Kakoma (1991) found that the Zambian educational authorities were not addressing themselves to the need for school libraries.

Towards this end, Bawa (1993) remarked that many African countries do not seem to have any coherent policy on the provision of school libraries. He observed that in South Africa, the provision of school libraries was unequal for the different population groups, with some

schools having the best of facilities and others having nothing that can vaguely be called a library. He reported that there are not enough qualified librarians to facilitate and integrate the resources into the curriculum effectively. In Ghana, Alemna (1983) observed that most schools have untrained teacher librarians who work as full-time teachers in their various fields and part-time librarians. Awua-Boateng (1985) supported these views and attributed the poor performance of students to the lack of library resources in many Ghanaian schools.

In Nigeria, Udoh (1986) observed that school libraries exhibit inadequacies in personnel and funding. These facts were supported by Adesola (1991) who claimed that the under-funding resulted from the scarcity of foreign exchange. The under-funding was claimed other researchers (Fagbeja, 1993; Fakoya, 2002) to have adverse effects on the quality of libraries in the country. As such, learning tends to be at the memory level of intelligence (Obinna, 2004; Ifueko, 2005).

In terms of space, Ayorinde (2005) argued that space matters a lot in school libraries. He referred to UNESCO prescription of 10,000 books and journals annually in a standard school library while a typical library must provide sitting facilities for at least a quarter of the population of the community in which the library is located. This standard has perhaps not been met in school libraries. As such, libraries in Nigeria have relied heavily on foreign book donations, which in many cases are irrelevant to the needs of students (Omolayole, 2001; Daniel, 2002).

Outcome refers to the external effects of output, that is, the ability of people to be socially and economically productive (Lord, 1984). Thus, during each educational cycle, a student undergoes a series of examinations. The continuous evaluation of educational activities culminates in the final examination, which is held at the terminal grade of the cycle. Outcomes, therefore, refers to what comes out of the system, that is, the learning achieved in an institution. This includes knowledge, skills, behaviour and attitudes measured by tests or in some other ways. Thus, educational outcomes can be assumed as a function of pupil input and school input.

Many studies have been conducted on students' learning outcomes (Ewell and Ries, 2000; Stevenson, 2005; Koetzner, 2006; Frye, 2006). Frye (2006) for instance, described students' learning outcomes as encompassing a wide range of students' attributes and abilities, both cognitive and affective, which are a measure of how their college experiences have supported their development as individuals. Cognitive outcomes include the acquisition of specific knowledge and skills, as in a major; what do students know that they didn't know before.

Cohn (1975) classified outcomes into consumption and investment. He referred to the consumption aspect as that related to the benefits derived by students. He regarded the investment aspect as including a variety of outputs related to the enhancement of an individual's productive skills and future well-being. Supporting this point, Simkins (1981) reported that output represents the immediate outcomes of the system's system. He argued that the main outcomes in education includes changes in knowledge, skills and attitudes of individuals as a result of their experiences.

As a measure of students' learning outcomes, examination occupies a central place in the Nigerian educational system and it has been the sole criterion of quality. This fact was supported by DfES (2002) which reported that examination results in the UK have been derived from the annual survey of school leavers. In Nigeria, the importance of examinations as entrenched in the Federal Republic of Nigeria (2004) National Policy on Education was in the fact that all secondary schools should gear their programmes to meet the requirements of examinations being conducted for the senior school certificate. The pattern of grading candidates' scores in the examinations was such that the distinction grade is represented by A1-B3. The credit grade is represented by C4 to C6. The ordinary pass grade is represented by D7 and E8 while the failure grade is represented by F9 (WAEC, 2002). Thus, Merrill (1983) related library resources to students' learning outcomes and found that the use of library resources were associated significantly with better learning outcomes. Crossley and Murby (1994) too, remarked that the inadequacy of relevant books in school libraries could contribute markedly to low levels of outcomes. This finding agreed with the findings made by Chartered Institute of Library and Information Professionals (2004) and the National Literacy Trust's (2004).

The foregoing has shown the views and findings or previous researchers on library resources and students' learning outcomes. Considering the divergent findings made in these previous studies, this study intended to examine library resources in secondary schools in Ekiti State, Nigeria in a bid to determine whether or not library resources had any significant relationship with students' learning outcomes.

**Statement of the problem:** The decayey nature of school libraries in Ekiti State, Nigeria has been a matter of concern to many educationists (Apeji, 1990; Omolayole, 2001). Common observations in the school system show that most of the books in school libraries are perhaps either obsolete or archaic. It seems that not much priority

has been placed on the development of school libraries in the State. Many factors seem to account for this. The identification of the factors affecting the condition of school libraries in secondary schools in the State constituted the problem of this study? In addressing this problem, the following research questions and hypotheses were raised:

#### **Research questions:**

- What is the level of development of school libraries in Ekiti State, Nigeria?
- What is the condition of libraries in secondary schools in the State?
- What factors affect the condition of libraries in the schools?
- What is the quality of libraries resources in secondary schools in Ekiti State, Nigeria?
- Do students use library resources regularly in secondary schools in the State?
- What is level of students' learning outcomes in secondary schools in Ekiti State, Nigeria?

#### **Research hypotheses**

**Ho 1:** There is no significant relationship between the quality of school libraries and students' learning outcomes in secondary schools in Ekiti State, Nigeria as perceived by principals and teachers.

**Ho 2:** There is no significant relationship between students' access to the use of library resources and students' learning outcomes in secondary schools in the State as perceived by principals and teachers.

### **MATERIALS AND METHODS**

The descriptive survey design was adopted for this study. A descriptive survey is a study that involves a planned collection of data over a large area for the purpose of making description (Oppenheim, 1992). On the note of this, the study population comprised all the 170 public secondary schools in Ekiti State, Nigeria. Out of this population, a sample of 120 schools was drawn and selected through the process of stratified random sampling technique. Out of the 3640 teachers in the schools, 560 teachers made up of 120 principals and 440 teachers were selected for the study through the stratified random sampling technique. The principals and teachers were the respondents of the study.

The instrument used to collect data for the study was an inventory which requested for information among other things on the level of development of school

libraries in the State, the condition of libraries in secondary schools; factors affecting the condition of libraries in the schools the level of students' learning outcomes as well as the grades obtained by students in English Language, Mathematics, Physics, Chemistry and Biology in the years 2002 to 2006 SSC examinations in the State. According to the National Policy on Education, these subjects are core subjects in the curriculum of secondary schools (Federal Republic of Nigeria, 2004).

The content validity of the instrument was determined by experts in Test and Measurement who matched all the items of the inventory with the research questions and hypotheses to ascertain whether the instrument actually measured what it was supposed to measure. The reliability of the instrument was determined through the test-retest reliability technique (Gay, 1996). In doing this, the instruments were administered to 30 respondents drawn from 10 schools outside the sample area. After a period of two weeks, the instruments were re-administered to the same respondents. The data collected on the 2 tests were analyzed using Pearson Product Moment Correlation analysis. A correlation coefficient 'r' of .81 was obtained indicating that the instrument was reliable for the study. The data collected were analyzed using percentages. The hypotheses were tested using Person Product Moment Correlation Analysis while the hypotheses were tested for significance at 0.05 level of significance.

#### **Data analyses**

**Question 1:** What is the level of development of school libraries in Ekiti State, Nigeria?

In answering this question, data on the responses to questions on the level of development of school libraries in the State were collected from the 560 respondents using the inventory. The data were collated and analyzed using percentages. The frequency count of the number of respondents who ticked high or moderate or low responses was made while the percentage of each category of responses was computed. The findings are presented in Table 1.

As indicated in Table 1, the level of development of school libraries in Ekiti State Nigeria was low. This is evident in the large number of respondents (83.4%) who indicated that the development of library resources in the State secondary schools was low. One salient response given by the respondents was that the development in terms of funding school libraries in the State was low. This response was given by 503 of the respondents (89.8%). Since funding is important in the procurement of new books for the library and for the making subscriptions for foreign journals as well as the provision

**Table 1: Responses on the level of development of school libraries in Ekiti State, Nigeria**

Items	N	High	%	Moderate	%	Low	%
Development in terms of funding	560	-	0	57	10.2	503	89.8
Development in terms of the purchase of new books	560	14	2.5	35	6.3	511	91.2
Development in terms of the having the latest foreign or international journals	560	25	4.5	68	12.1	467	83.4
Development in terms of having provision for information technology	560	-	-	12	2.1	548	97.9
Development in terms of the provision of CD Rom, micro-film, micro-fiche and other facilities	560	-	-	-	-	560	100.0
Development in terms of meeting up with the American Library Association's recommendation of a minimum base collection of 20,000 items for a school of 500 pupils	560	-	-	6	1.4	552	98.6
Development in terms of the provision of standard facilities for staff and students in school libraries	560	51	9.1	116	20.7	393	70.2
Development in terms of having a reference section in school libraries.	560	14	2.5	140	25.0	406	72.5
Development in terms of having sections for other types of periodicals in the school library	560	102	18.2	122	21.8	336	60.0
Development in the recruitment of library staff.	560	-	-	143	25.5	417	74.5
Development in the training of library staff	560	-	-	120	21.4	440	78.6
<b>Average Total</b>	<b>560</b>	<b>19</b>	<b>3.4</b>	<b>74</b>	<b>13.2</b>	<b>467</b>	<b>83.4</b>

**Table 2: Responses on the condition of school libraries in Ekiti State, Nigeria**

Items	N	Good	%	Fair	%	Poor	%
Library environment	560	86	15.4	320	57.1	154	27.5
Condition of books	560	34	6.1	174	31.1	352	62.8
Condition of journals and periodicals	560	25	4.5	168	30.0	367	65.5
Facilities on ground such as electricity	560	52	9.3	110	19.6	398	71.1
Readers' tables and chairs	560	91	16.3	145	25.9	324	57.8
Services	560	98	17.5	101	18.0	361	64.5
Reference section	560	44	7.9	94	16.8	422	75.3
Staffing situation of school library	560	-	-	98	18.9	462	81.1
<b>Average Total</b>	<b>560</b>	<b>54</b>	<b>9.6</b>	<b>151</b>	<b>27.0</b>	<b>355</b>	<b>63.4</b>

of information technology and other services in the libraries, the inadequate funding tends to limit the development of school libraries in the State.

**Question 2:** What is the condition of libraries in secondary schools in Ekiti State, Nigeria?

In answering this question, data on the condition of school libraries in the State were collected from responses of the teachers and principals of the sampled schools through the inventory. Hence, the responses given by the 560 respondents including the 120 principals and the 440 teachers were collated and analyzed using percentages. The frequency count of the number of respondents who gave the varied responses was computed as presented in Table 2.

Table 2 shows varied conditions of school libraries in the State. On the whole, a large number of the respondents (62.8%) reported that the condition of books in the libraries were poor. Another large number of the respondents (65.5%) claimed that the condition of journal and other periodicals in the schools libraries were poor. The overall analysis shows that the condition of libraries in secondary schools in the State was poor.

**Question 3:** What factors affect the condition of libraries in the schools?

In answering this question, data on the responses to items on the factors affecting the condition of school libraries in the State were collected through the inventory. The data collected were collated and analyzed using percentages. In doing this, the frequency counts of the number of respondents who gave different responses were computed. The findings are shown in Table 3.

As shown in Table 3, several factors tend to affect the condition of school libraries in the State. Prominent among the factors is poor funding which was the response given by 464 of the respondents (82.9%). This was followed by the weakness of the Naira in exchange for other international currencies. This response was given by 426 of the respondents (76.1%). All these show that not much has been done in improving the condition of school libraries in the State.

**Question 4:** What is the quality of libraries resources in secondary schools in Ekiti State, Nigeria?

In examining this question, data on the responses on the quality of resources in school libraries in secondary schools Ekiti State Nigeria as perceived by the respondents were collected using the inventory. The materials examined include books, journal other periodicals such as magazines; retrieval of books, loaning

**Table 3: Factors affecting the condition of school libraries in Ekiti State, Nigeria**

Items	N	Agree	%	Disagree	%
Poor funding	560	464	82.9	96	17.1
Poor Staffing	560	458	81.8	102	18.2
Lack of political will on the part of government to develop library facilities.	560	355	63.4	205	36.6
Weakness of the Naira in exchange for other international currencies.	560	426	76.1	134	23.9
Foreign exchange regulations	560	392	70.0	168	30.0
Poor development of telecommunication infrastructure	560	357	63.8	203	36.2
Scarcity of current reading and research materials	560	414	73.9	146	26.1
Poor reading habits on the part of many students	560	351	62.7	209	37.3
There is no legal backing to propel the scheme	560	378	67.5	182	32.5
Lack of National Information policy	560	410	73.2	150	26.8
Lack of awareness of the legal deposit regulations	560	342	61.1	218	38.9
Average Total	560	395	70.5	165	29.5

**Table 4: Quality of resources in school libraries in Ekiti State, Nigeria**

Items	N	High	%	Average	%	Low	%
Quality of books	560	42	7.5	268	47.9	250	44.6
Quality of journals	560	36	6.4	282	50.4	242	43.2
Quality of other periodicals such as magazines	560	65	11.6	208	37.1	287	51.3
Enough space for reading and other services	560	68	12.1	91	16.3	401	71.6
Loaning of books	560	-	-	62	11.1	498	88.9
Quality of basic amenities such as electricity and pipe borne water	560	-	-	38	6.8	522	93.2
Quality of facilities such as readers' tables and chairs	560	110	19.6	248	44.3	202	36.1
Quality of the reference s section	560	-	-	74	13.2	486	86.8
Quality of Staff	560	87	15.5	186	33.2	287	51.3
Quality of services	560	34	6.1	120	21.4	406	72.5
Average Total	560	44.	7.9	158	28.2	358	63.9

**Table 5: Students' access to the use of library resources in secondary schools**

Items	N	Yes	%	No	%
Students have free access to the school library	560	484	15.4	76	57.1
Students have access to borrow books in school library	560	36	6.4	524	93.6
Students do use the library for individual reading	560	110	19.6	450	80.4
Students can access and consult journals in the library	560	114	20.4	446	79.6
Students do use computers to search for books and journals	560	-	-	560	100
Students have access to the use of CD Rom in school library	560	-	-	560	100
Students have access to the use of microfilm	560	-	-	560	100
Students have access to the use of microfiche	560	-	-	560	100
Students have access to the use of dissertation abstract	560	-	-	560	100
Students can use indexes easily for the location of books	560	42	7.5	518	92.5
Students do cooperate with library staff in the use of the school library.	560	244	43.6	316	56.4
Average Total	560	94	16.8	466	83.2

of books, Provision of facilities such as electricity, readers' tables and chairs, reference section and other services.

In Table 4, various responses were made by the respondents. The average total responses however, show that quality of the resources was low. This is evident in the high proportion of the number of respondents (63.9%) who indicated that the quality of resources in the school library was at a low-level. They also reported that students' skills in the searching for books as well as students academic performance were found to be at a low level.

**Question 5:** Do students use library resources regularly in secondary schools in the State?

In determining students' use of library resources in secondary schools in Ekiti state, Nigeria, data on how the library resources were used Nigeria as perceived by the

respondents were collected through the inventory. The data collected were collated and analyzed through the use of percentages. Table 5 shows the findings.

Table 5 shows that student did not have access to the use of many libraries resources. This was evident in the large number of respondents who gave no responses to students' access to the borrowing of books, access to the use of computers, CD Rom, microfilm and microfiche as well as access to the reference section of the library. On the average, 466 (83.2%) of the respondents claimed that students did not have access to the use of many resources in their school libraries

**Question 6:** What is level of students' learning outcomes in secondary schools in Ekiti State, Nigeria?

In determining the level of students' learning outcomes in the schools as perceived by the respondents, the indices of students' learning outcomes were

**Table 6: Level of Students' Learning Outcomes in Secondary Schools in the State**

Items	N	High	%	Average	%	Low	S
Students' academic performance	560	81	14.5	124	22.1	355	63.4
Students' Interest in using the library.	560	246	43.9	102	18.2	212	37.9
Students have a change in attitude towards using the library	560	244	43.6	156	27.8	160	28.6
Improvement in Students' behaviour in terms of being silent in the library	560	240	42.9	164	29.3	156	27.8
Students' skills in the searching for books	560	126	22.5	210	37.5	224	40.0
Benefits accruing to the students in terms of enhanced knowledge and experiences. for using library resources	560	272	48.6	167	29.8	121	21.6
Average total	560	201	35.9	154	27.5	205	36.6

**Table 7: Performance level of students at credit level A1 to C6 in SSC examinations**

Years	English language A1-C6	Mathematics A1 to C6	Physics A1 to C6	Chemistry A1 to C6	Biology A1-C6
	%	%	%	%	%
2002	10	14	18	26	32
2003	12	16	25	24	31
2004	14	19	24	25	34
2005	13	18	27	27	36
2006	17	21	29	28	37

examined. These indices were the knowledge acquired by students measured by tests or performance, skills, behaviour and attitudes; consumption in terms of benefits derived by students and investment in terms of outputs related to the enhancement of an individual's productive skills (Cohn, 1975). Data on the responses on the indices were collected and analyzed through using percentages. Table 6 shows the findings.

In Table 6, the highest number of the respondents claimed that the level of students' learning outcomes in the schools was low. Although students' interest and attitude in using the library as well as the benefits accruing to the students in terms of enhanced knowledge and experiences. for using library resources were found to be somehow high (43.9, 43.6 and 48.6%, respectively) while there was improvement in students' behaviour as a result of using the library, yet students' skills in the searching for books as well as students academic performance were found to be at a low level.

The claim made by a large number of respondents (63.4%) in Table 6 that the level of students' academic performance was low was substantiated by the analysis in Table 7. As an index of students' learning outcome in secondary schools, the grades obtained at credit level (A1 to C6) by students in five major subjects in secondary school curriculum namely English Language, Mathematics, Physics, Chemistry and Biology (Federal Republic of Nigeria, 2004) in the Senior Secondary Certificate examinations from 2002 to 2006 were collected from the sampled schools through the inventory. The frequency counts of the number of students who obtained the various grades in each subject in the examinations were computed. The proportion of the number of students who obtained a particular credit grade in a subject over the total number of students who

registered for that subject in the examinations was determined. Table 7 shows the findings.

Table 7 shows a low-level credit performance level of students in the various subjects in the Senior Secondary Certificate (SSC) examinations between years 2002 and 2006. English Language, which is the official language, the medium of expression and the springboard of all other subjects taught in Nigerian schools had the lowest level of credit performance in all the years. This suggests that there was a mismatch between the use of library resources in the schools and students' learning outcomes in the schools.

### Testing of hypotheses

**Ho 1:** There is no significant relationship between the quality of school libraries and students' learning outcomes in secondary schools in Ekiti State, Nigeria as perceived by principals and teachers.

In testing this hypothesis, data on the quality of school libraries in secondary schools in the State as perceived by the respondents were collected using the inventory. Data on the students' learning outcomes in the schools as perceived by the respondents were also collected. The hypothesis was tested with the Pearson 'r' Product Moment Correlation Analysis. The findings are presented in Table 8.

In Table 8, the calculated r (.7129) was greater than the table r (.1946). Hence, the null hypothesis was rejected. This shows that there was a significant relationship between the quality of library resources in the schools and students' learning outcomes. The findings suggest that the quality of library resources in the schools is a function of students' learning outcomes. Hence, as the quality of library resources was low, the level of students' learning outcomes was also low.

Table 8: Quality of library resources and student learning outcomes

Variables	N	df	r calculated	r table
Quality of library resources	560	558	.7129	.1946
Student learning outcomes	560			

p < 0.05

Table 9: Use of library resources and student learning outcomes

Variables	N	df	r calculated	r table
Students use of library resources	560	558	.4313	.1946
Students' learning outcomes	560			

p < 0.05

**Ho 2:** There is no significant relationship between students' access to the use of library resources and students' learning outcomes in secondary schools in the State as perceived by principals and teachers.

In testing this hypothesis, data on the responses of the respondents on the use of libraries resources in secondary schools in the State were collected using the inventory. Data on the responses of the respondents on student learning outcomes in the schools were also collected. The Pearson 'r' Product Moment Correlation Analysis was utilized to test the hypothesis. The findings are presented in Table 9.

In Table 9, the calculated r (.4313) was greater than the table r (.1946). Hence, the null hypothesis was rejected indicating that there was a significant relationship between students' use of library resources and students' learning outcomes in secondary schools in Ekiti State, Nigeria. The findings also suggest that the students' use of library resources in the schools is a function of students' learning outcomes. Hence, that as the students' use of library resources was low, the level of students' learning outcomes was also low.

## DISCUSSION

In the foregoing analysis, several findings were made. One salient finding was the fact that the level of development of school libraries in the State was low. This finding tends to support the findings made by previous researchers (Shaibu, 1989; Gibbs, 1990; Omolayole, 2001). The poor and shabby condition of the resources suggests that little or no emphasis has perhaps been put on improving condition of library resources in the schools. Although the environment of school libraries in the State was found to be fair, the condition of books in the libraries were poor as most of the books and journals were claimed to be obsolete and archaic. This finding was consistent with those of previous researchers (Henry, 1982; Urwick and Junaidu, 1991, Collins and Martin, 1993). The response that the facilities on ground such as electricity as well as readers tables and chairs were in poor state indicates that library resources in the State are in a terrible state of underdevelopment.

The findings highlighting poor funding, weakness of the Nigerian Naira in exchange for other international currencies, scarcity of current reading and research materials and foreign exchange regulations as factors affecting the condition of school libraries in the State agreed with the findings made by some researchers (Udoh, 1986; Adesola, 1991) who found poor funding as the bane of development of school libraries in Nigerian schools. This funding implies that not much could be done in the provision of library resources in the absence of necessary funding.

The quality of resources in schools' libraries was found to be at a low level thereby agreeing with the findings made by other researchers (Fagbeja, 1993). Students were found not to have access to the use of many library resources the borrowing of books, access to the use of computers, CD Rom, microfilm and microfiche as well as access to the reference section of the library. These findings were consistent with the findings made by Gannicott and Throsby (1992) indicating inadequacies in the provision of library resources in Tonga, South Pacific. The finding indicating that the standard is far below the recommended number of volumes by the American Library Association which suggests a minimum base collection of 20,000 items for a school of 500 or less providing 40 items per pupil agreed with the findings made by Makuwi (1990) indicating similar situations in Kenya.

The level of students' learning outcomes in the schools was found to be low. This finding agreed with those of other researchers (Merrill, 1983; Shilling. and Cousins, 1991). Students' skills in searching for books as well as students' academic performance were also found to be at a low level. This finding was consistent with the findings of previous studies (Awua-Boateng, 1985; Collins and Martin, 1993; Crossley and Murby, 1994) who found that the inadequacy of relevant books in schools' libraries could contribute markedly to low-level outcomes

The finding indicating a significant relationship between the quality of library resources in the schools and students' learning outcomes suggest that the quality of library resources in the schools is a function of students' learning outcomes. The findings were in

consonance with the findings other researchers (Fakoya, 2002; Obinna, 2004; Ifueko, 2005). The finding indicating significant relationship between students' use of library resources and students' learning outcomes in the schools also suggests that students' use of library resources in the schools is a function of students' learning outcomes. Hence, as the students' use of library resources was low, the level of students' learning outcomes was also low. This finding agreed with the findings made in previous studies (Tye and Richards, 1993; Ayorinde, 2005). The finding thereby suggests that effective management of library resources was lacking in secondary schools in the State.

### CONCLUSION

Based on the findings of this study, it was concluded that the development of library resources in secondary schools in Ekiti State, Nigeria has been at a low level. The findings also led the researcher to conclude that there was a mismatch between the use of library resources in the schools and students' learning outcomes in the schools.

### RECOMMENDATIONS

Considering the findings of this study, it was recommended that there is the need for collective action by individuals, organizations and government to salvage the development of school libraries in Ekiti State, Nigeria. There should also be the willingness to sustain libraries in all schools in the State. Government should also endeavour to train librarians before posting them to schools. School libraries should be equipped in accordance with acceptable standards while the State government need to place more priority on the funding of school libraries.

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