Planning school library services for students' satisfaction in public secondary schools in Imo State

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Abstract

The study examined the need for efficient planning of school library services and the satisfaction derived by the students in Imo State public secondary schools libraries. Planning is an essential management function which invariably precedes all other activities that lead to effective services in an organization especially library. Therefore, this research sought to determine how planning affects the provision of library services in these school libraries, examine the services provided and also the level of satisfaction derived by the students. Correlation and survey research design methods were adopted while two structured questionnaires were used as instrument for data collection. The population comprised all the senior secondary school students and teacher librarians (16,207 & 275) from 275 secondary schools in Imo State. A sample of 660 was drawn comprising 550 SS2 students and 110 teacher librarians using multi stage, purposive, and simple random sampling techniques. The research questions were answered using Pearson (r) and simple percentage. The finding showed that there was very low positive relationship between planning and students' satisfaction with library service which means that planning has a positive impact on library services and students 'satisfaction, and also that the major problems that militate against planning school library are lack of written statement of objectives, inadequate funding, etc.

Key words: Planning; students' satisfaction; library services; school library.

Introduction

The school library is seen as an information service centre located in a primary school, secondary school and teacher training college whose objective is to provide information to support learning activities in the school. The school library is the centre of the entire educational programme in the school community for without it, no profitable and rewarding educational programme can go on in the school environment because all the school activities depend on the school library (Akanwa & Mbagwu, 2016). The school library is also seen as the power house of the school system that assists teaching and learning by storing instructional materials.

One of the objectives of the school library, according to Akanwa (2010), is the provision of information services that can support teaching and learning activities in the school, while Anyanwu (2016) stated that, the school library inculcates library literacy and information finding skills in all the students and teachers. She pointed out that library services are those services provided for users in the library for maximum performance, and these services are in the form of book services, user education, reference and lending services, and extension activities such as excursions, film show, drama etc. The school library also promotes the development of reading skills and encourages long term learning habits through reading, listening and viewing of varieties of learning materials. For every school library to function effectively and provide the expected services to members of the school community, planning must be well applied in order to achieve its goal.

Planning is seen as the way an organization (school library) operates, makes a mission statement, formulates policies, budgets and embarks on programmes and projects that will satisfy the users. Hilbert and Alan (2011) defined planning as a managerial function which every supervisor including librarians must perform on daily basis. By planning, a supervisor realistically anticipates future problems and opportunities, analyses them and anticipates the probable effects of various alternatives, and decides on the course of that which should lead to the desirable results (Umar, 2013). Yape (2012) pointed out that, planning helps to organize future performance as it affects people, money, materials and services in the light of specified constraints and time frame. Planning of school library services is very necessary as it can help to attract students to the library.

For any school library to serve its clientele effectively and efficiently, planning must be adequately applied to the administration of the school library. Lack of proper planning in the provision of school library services can lead to chaos. In this research study, planning variables as they affect the satisfaction of students are measured to determine their effects on the provision of library services to students. Imo State is made up of six (6) education zones namely; Owerri education zone 1 & 2, Orlu education zone 1 & 2, Okigwe education 1 & 2 with 275 public secondary schools.

Statement of the problem

As stated above, school library is the centre of all the educational programmes in the school community, hence it needs to be well planned in order to achieve its objectives. Careful observations of these school libraries by the researcher revealed that there is poor planning of library services in these secondary schools in Imo State; as a result, students' satisfaction with library services are not achieved.

It was also observed that, these school libraries are faced with problems, such as inadequate organization of library services and resources, inadequate fund, inadequate staff, absence of standards for school library services and inadequate supervision of students. The existence of these inadequacies in school library practice may lead to ineffective planning of school library services. It is the view of the researcher that, the knowledge of the influence of planning on school library services may not have been adequately applied in these school libraries in Imo State.

The problem posed as a question is: what could be the relationship between planning school library services and students satisfaction in public secondary school libraries in Imo State.? The answer to this question is the focus of this study.

Objectives of the study

Generally, the study examined the effects of planning and students' satisfaction with library services in public secondary school libraries in Imo State. In order to achieve this broad goal, the following specific objectives were designed:

1. To determine the relationship between planning school library services and students' satisfaction;
2. To identify the areas involved in planning school library services;
3. To ascertain the types of library services provided to students in the secondary school libraries;
4. To ascertain if students derive maximum satisfaction from available library services;
5. To find out the problems affecting planning of school library services for students' satisfaction.

Research questions

In other to achieve the above objectives, the under listed research questions were framed to serve as guides.

1. What is the relationship between planning school library services and students' satisfaction?
2. What are the areas involved in planning school library services?
3. What types of library services are provided to students in the school libraries in Imo State?
4. Do students derive satisfaction from the available library services?
5. What are the problems affecting planning of school library services and students' satisfaction?

Review of related literature

Planning is regarded as the primary function of management that involves stating of objectives, ascertaining ways of achieving the objectives, evaluating resources and implementing the plan. Harold (2013) stated that planning is future and goal oriented. According to him, since development takes place over a period of time, planning designed to achieve development is seen as a continuous spiral process. In this regard, planning is not only concerned with objectives but with how to achieve them. For any school library service to be effective and satisfy the needs of the students, it must be properly planned and this involves a number of

considerations which include the following: the nature of the targeted users, the types of library services to be provide, acquisition and organization of library materials, the qualifications of staff to provide the services and anticipated funding implications (Greer, Grove & Fowler, 2007).

The areas involved in planning school library services are budgeting, accommodation, Information and Communication Technology (ICT), Library services etc. Nwamene (2004) is of the opinion that the school library budget should include the following headings; staff salaries and allowances, building funds and building maintenance, purchase of new books, periodicals and non-print materials, purchase of new equipment and furniture etc. The budget is a primary tool in the management of all organizations if well planned and subsequently funded. But Awunandu (1987) bemoans the fact that these budgets are not funded, that as far as the school library is concerned, budgeting is just a routine task for the teacher-librarians. The introduction and use of ICT in school libraries is spreading fast in school libraries in developed, but it is still at the take- off-stage in Nigeria school libraries. Ukoha (2003) advocates that ICT in school resources should be introduced to all children libraries (in school and public libraries) so that children may learn to use them from early childhood.

Library services are regarded as social services which are aimed at stimulating the reading habit of library clients. They play important roles in the educational, economic and recreational life of the society especially children (Hollindale, 2000). Bassey (2006) states that there is no doubt that library are in the business of providing services to its user community. To be most functional, the service it provides should correspond with the needs of its users, which is the reason for the existence of the library. According to Emenalor (1990) and Trece (2000), some of the services that are provided by the school library for its clients include reference service, lending service, ICT, quiz competition, story hour, Current Awareness Services etc. Onyia (2002) stresses that all these services are organized to satisfy the users and also attract them to the school library.

Libraries in all environments should endeavor to satisfy their users because without them, there will be no library. Therefore satisfaction of library users is measured by the number of people that use the library, therefore librarians are supposed to offer library services that will attract their users to the library. The school library is usually used by the children and young people, therefore services that will interest them will be introduced into the library. Igben (1993) concurs by stating that for a library to be most functional, the services it provides must correspond as closely as possible with the needs of the users. In the same vein, Trece (2000) and Abiga (2002) observed that the use of library by users and indeed their satisfaction with library services depend on the availability of suitable learning materials, library services, accommodation, competent staff and the organization of library resources.

From literature reviewed so far, it could be deduced that school libraries provide services to the students but there are still problems hindering their actual impact on the students. Onyia (2002) and Nwachukwu (2006) enumerated these problems as: inadequate accommodation, inadequate reading materials, poor funding, incompetent staff, lack of standard and non adoption of ICT, with poor funding as the most important problem militating against provision of library services. Nwachukwu (2006) submits that the problem of funding is crippling the services of the school library because they need money to acquire library materials, procure furniture and equipment and also organize programmes for the students.

Methodology

Correlational and survey research designs were used to conduct this study. The population of the study was 16,482 made up of 16,207 SS2 students selected from 12 local government areas, 275 teacher librarians in the 6 education zones of Imo State. Nine (9) secondary schools were selected from each of the local government apart from Ikeduru and Owerri Municipal where 10 schools each were selected because of the number of schools. Out of this, a sample of 660 was drawn, i.e., 110 librarians and 550 SS2 students from 110 public secondary schools in Imo State. Multi stage sampling was used to select the schools and its corresponding samples from the State, Zone, and LGAs. Purposive sampling technique was used to select SS2 students because they were old enough in the school and they were not in final class like the SS3 students. Thus, 110 public secondary schools out of 275 schools in Imo State were involved in the study, while simple random sampling was used to select 5 students each from the sampled secondary schools making a total of 550 students.

The researcher developed two (2) sets of rating scales to elicit information for the study captioned, "School Library Planning Questionnaire (SLPQ)" for the teacher librarians" and "Students Satisfaction with Library Services Questionnaire (SSLSQ)" for students.

The completion and return of the rating scales were done on the spot from each school which accounted to 100% return rate. Data obtained from copies of returned rating scales were analyzed using descriptive statistics as well Pearson Product Moment Correlation Coefficient (PPMCC) were used to answer research question 1 while simple percentage was used to answer research questions 2-5.

Results

The presentation of the result is according to the research questions.

Research question one: **What is the relationship between planning and students' satisfaction with library services?**

Table 1: **Correlation coefficient between planning and students' satisfaction with library services**

n	r	r^2	Decision
110	0.18	0.03 (3%)	Very low positive relationship

Table 1 shows the correlation coefficient of the relationship between planning and students' satisfaction with library services. The result of the analysis indicated that n is 110 while the correlation coefficient is 0.18, the coefficient of determination is 0.03. The index of 0.18 shows that there is a very low positive relationship between planning and students' satisfaction with library services. Also the coefficient of determination of 0.03 implies that 3% of the total variation in students' satisfaction with library services could be attributed to planning. Nevertheless, the fact that the correlation was positive, it also means that, as planning increases students' satisfaction with library services increases as well by 3%. The conclusion is that there is a very low positive relationship between planning and students' satisfaction with library services.

Research question 2: **What areas are involved in planning school library services?**

Table 2:   **Areas of planning** (N = 110)

S/N	Items on Planning	Yes		No	
		Frequency	**%**	**Frequency**	**%**
1	Budget /Funding	110	100	0	0
2	Policy	35	34	73	66
3	Accommodation	30	27	80	73
4	Library services	103	97	3	3
5	Staffing	107	97	7	6
6	Information and Communication Technology (ICT)	110	100	0	0
7	Specific Project	110	100	0	0

Table 2 shows that the school libraries in Imo State plan for library services in the areas of, Funding (100%), adoption of ICT (100%), specific projects (100%). Employment of adequate staff (97%), inclusion of library services in the school activities (97%). Items with low scores are provision of accommodation and policy on library services at (27% and 34%) respectively. They also prepare yearly budget for each of these items with regard to research question 2.

Research Question three: **What types of library services are provided to students?**

Table 3: **Types of school library services provided**

S/N	Services	Provided		Not Provided	
		Frequency	**%**	**Frequency**	**%**
1	Current awareness services	110	100	0	0
2	Lending services	103	94	7	6
3	User education	110	100	0	0
4	Inter library loan	0	0	110	100
5	Excursion	100	90	10	10
6	Referral services	110	100	0	0
7	Drama	110	100	0	0
8	Reference services	110	100	0	0
9	Photocopying services	30	27	80	73
10	Reading competition	103	94	7	6
11	Display and exhibition	110	100	0	0
12	Computer practice/internet	110	100	0	0

   (N = 110)

Table 3 shows the type of school library services that are provided and according to the respondents, current awareness, user education, drama, reference services, display and exhibition, referral services and computer practice/ internet are the ones that are mostly provided, and each of them scored 100%, excursion (90%). These are followed by lending services, and reading competition which scored 94% each. Whereas, photocopying services attracted low scores, inter library loan is not provided at all.

Research question four: **Do students derive maximum satisfaction from available library services?**

Table 4:   **Students' Satisfaction with Library Services (N = 550)**

S/N	Services	Very Satisfied		Satisfied		Dissatisfied		Very Dissatisfied	
		Freq	%	Freq	%	Freq	%	Freq	%
1	Current awareness service	307	59	195	35	20	4	28	5
2	Lending services	35	6	4	7	185	34	290	53
3	User education	51	9	90	16	106	19	303	55
4	Inter library loan	0	0	0	0	135	25	415	75
5	Excursion	0	0	30	5	270	49	250	45
6	Drama	277	50	203	37	55	10	15	3
7	Referral services	409	74	100	18	21	4	20	4
8	Photocopying services	0	0	0	0	300	55	250	45
9	Reading competition	17	3	30	5	290	52	213	39
10	Display and exhibition	350	64	190	34	0	0	10	2
11	Computer practice/internet	17	31	340	62	35	6	5	1
12	Hour of service	250	45	235	43	50	9	15	3

Table 4 shows that students are very satisfied with referral services (74%), display and exhibition (64 %), and current awareness (59%). Other services that attracted high ratings are computer practice/internet, drama, and hour of service. On the other hand, the services that attracted low scores are reading competition, excursion, photocopying, inter library loan, lending services, and user education.

Research question five: **What are the problems affecting planning of school library services?**

Table 5: **Problems affecting planning of school library services**

S/N	Problems	Frequency	Percentage
1.	Lack of standards	30	27
2.	Inadequate funding	93	85
3.	Lack of written statement of objectives	98	89
4.	Inadequate organization of library materials.	54	49
5.	Inadequate accommodation	25	23
6.	Lack of professional librarians	84	76

(N = 110)

Table 5 shows that inadequate funding (85%), lack of written statement of objective (89%) and lack of professional librarians (76%) are the major problems facing planning of school library services whereas lack of standard (27%) inadequate accommodation (23%) and inadequate organization of library materials(49%) are the least problems facing planning of school libraries.

Discussion of findings

In the relationship between planning school library services and students' satisfaction, it was observed that there is a very low positive relationship between planning and students' satisfaction and the hypothesis proved that the relationship is not significant. The result implies that planning has relationship with students' satisfaction, but the relationship is not significant. This finding is in consonance with Akanwa (2010) that the level of development in school library in the Eastern States of Nigeria is low, while the condition of the school library was very poor. Nwamene (2004) found in her study that due to inadequate planning of library resources and services in secondary schools in Imo State, students do not have the desire to use these school libraries. It can thus be explained that proper and adequate planning promotes library activities which enhance students' performance, and eventually lead to their satisfaction.

In the same vein, the result showed that, planning significantly influences the availability of library services to students in school libraries. From the finding, it could be deduced that school libraries plan for their library activities, particularly in the area of budgeting, library services, staffing, ICT, accommodation and specific project. School library budgets are normally included in the school's central budget and sent to the Ministry of Education. Budget is a very important activity in the planning of school library services because it is targeted at helping organizations to source for funds from the government or their parent bodies (Nwamene, 2004). It was also found that although these school libraries prepare yearly budgets, they are not well funded to procure ICT equipment, standard accommodation etc. So these school libraries suffer a severe case of underfunding. In as much as possible, they plan for adoptions of ICT, but only few libraries have computers in their libraries and internet connectivity. This finding corroborates that of Ukoha (2003) that, ICT resources should be introduced to school and public libraries so that students can learn to use them.

Furthermore, the results revealed that school libraries in Imo State provide services to their users, although these services are not very adequate, but they still use them to satisfy their students but they have a positive influence on students' satisfaction. This is exemplified by the availability of current awareness services, user education, referral services, excursion, display and exhibition etc. That is why Onyia (2002) emphasized that, all these services should be organized to satisfy users of school libraries.

The fact that students derive satisfaction from the library services provided to them especially in current awareness services , display and exhibition , drama, referral services, and computer practice /internet. These findings are in agreement with Trece (2000) that students are highly interested in programmes such as display and exhibition drama, computer practice/ internet.

As regards to the problems that affect planning of school library services in secondary school libraries, inadequate funding, inadequate accommodation, absence of written statement of objectives etc., were established from the study as problems that affect planning. From this investigation, inadequate funding is the most pressing problem that can affect school library services. Due to this problem, it is difficult to acquire reading materials, organize programmes and provide adequate library services for the students. This finding is in conformity with Nwachukwu (2006) that, the problem of funding is crippling the services of school libraries, because they need fund to acquire library materials, organize programmes and also purchase furniture and equipment for students.

Conclusion

From the outcome of the investigation, it was discovered that school libraries plan for their library services in so many areas but the level of planning is not sufficient. They also plan for library budgeting but the Imo State government most times does not carry out the budgeting implementation. Planning is an important aspect of every establishment especially with regards to library services and students' satisfaction. Planning school library services enhances the optimal performance of students and eventually leads to their satisfaction with available library services. Therefore for students to derived maximum satisfaction from the library services, there must be a positive relationship between planning and students satisfaction.

Recommendations

Based on the findings of the study, the researcher recommends that:
1. There should be proper and adequate planning of the available library services, because for any school library to serve effectively and satisfy the needs of the students, it must be properly planned.
2. Since the efficiency of any library and how it satisfies its users depend mainly on the competence of the personnel recruited to manage it, the researcher recommends the employment of qualified librarians in pubic secondary school libraries.
3. Attractive library services such as excursions, quiz/ reading competition, display and exhibition etc., should always be provided to the students in order to bring their attention to the library.
4. Provision of services in school libraries should be guided by standard set by the State or Federal Ministry of Education. This will enable all the school libraries to provide uniform services for students.
5. School library should plan and implement the adoption of ICT in providing library services.

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