Public Library and Information Resources for Secondary Schools Educational Development in Nigeria

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Abstract: It is of blessing than curse to any nation that has large number of her citizen educated by obtained degree of higher institutions. The purpose of this research is to examine the performance level of students in West Africa Senior School Certificate Examination (WASSCE) within the year range of 2010-2014. Precisely, WASSCE May/June 2010-2011; and WASSCE Nov/Dec. 2012-2014 were studied. Secondary data were adopted and simple percentage were used to analyzed the data and justify the level of performance. It was discovered that, the released results so far in the range of years examined was poor in relating to five o’level credit passes including Mathematics and English Language which are the prerequisite to get admission into higher institution precisely university. Categories of information resources to be provided in public libraries which are considered as alternative institution of learning are recommended to buttress high level performance of students in WASSCE. Others points that can assist are the following factors: students personal interest factor, teachers factor, government factor, and non-governmental factor.

Keywords: Nigerian, Education, Secondary school, public library, information resources.

1.0. Introduction

The standard of education acquired by learners in academic institutions can be measure by the evidence of their results. Secondary school final year examination results are lead way for furthering education in higher institutions. In Nigeria, five O’Level credits include Mathematics and English Language is the prerequisites in addition to Joint Admission Matriculation Board (JAMB) and entrance screening examinations which are usually referred to as Post-JAMB. One can not dispute the fact that knowledge is impacted by the teachers or instructors at secondary schools; though the numbers of secondary schools teachers in Nigeria are inadequate (Salami, 2013). But the importance of public library can never be over-emphasis in supporting learning and teaching of the students after the school hours. It is obvious that majority of the students precisely those that attend public schools forget schools activities immediately they get home during weekends, mid-terms and holidays. Home works and assignments are forgotten exercise. Few that are interested to study the more during the breaks they might have little or no information resources to aid their studies despite the important Bello (2015) attributed to information resources as information package that aid understanding on information needs.

With availability and well equipped of public libraries, the issues of not study of students due to lack of information resources to be use in buttress their studies will be eliminated. Public library as public institution will contain information resources. Hitherto, information resources and knowledge is a “running mate” in educational arena. No effective knowledge can be achieved without the availability and use of appropriate information resources in a precise library.

2.0. Brief Literature Review

Review of literature will be briefly on Nigerian education and secondary school; public library and Nigeria; secondary school and information resources

2.1. Nigerian Education and Secondary School

The evidence of education demonstrated by an individual is solely depends on the level of knowledge acquired. Education as to do with inculcation of knowledge; it’s based on teaching and learning from teachers and learners respectively. Njoku and Ilechukwu (2012) noted that education is an objective of development and an important end in itself. This implies education is the primary root of every development. It can be acquire through formal, semi formal, and informal (Bello, 2014). Education is an imperative resources needed by everyman kind for development in all ramifications. No wonder, the five main objectives of the philosophy of Nigerian education, as slated in the policy document (Federal Republic of Nigeria, 1970) are for building of:

1. a free and democratic society;
2. a just and egalitarian society;
3. a united, strong and self reliance nation;
4. a great and dynamic economy;
5. a land bright and full of opportunities for all citizen

Being guided by the five national objective, Nigeria philosophy of education was therefore based on the integration of the individual into a
sound and effective citizen and equal education opportunities of all citizens of the nation at primary, secondary and tertiary level; both inside and outside the formal school system (Federal Republic of Nigeria, 1981). More to these, from the standard of the philosophy the national aim and objectives of Nigerian education run thus;

1. inculcation of the national consciousness and national unity;
2. inculcation of the right type of value and attitude for the survival of the individual and the Nigerian society;
3. training of the mind in the understanding of the world around;
4. acquisition of the appropriate skill, abilities and competencies both mental and physical as equipment for the individual to live in and contribute to the development of the society with all these, the planning of Nigerian education to accelerate national development had begin in 70s (Aghenata, 2001)

Furthermore, the goals of national policy on education in 2004 are:

1. Provide functional literacy and continuing education for formal education for adult and youths who have never had the advantage of formal education or who did not complete their primary education. These include the nomads, migrant families, and the disadvantage genders;
2. Provide functional and remedial education for those young people who did not finished secondary education;
3. Provide education for different categories of completers of the formal education system in order to improve their basic knowledge and skills;
4. Provide in-service, on-the-job, vocational and professional training for different categories of workers and professionals in order to improve their skills and ;
5. Give the adult citizens of the country necessary aesthetic cultural and civic education for public enlightenment (Federal Republic of Nigeria, 2004, p.25)

Hence, for a nation to achieve the fore-mentioned objectives, philosophy and goals on national policy of education the important of public library and information resources can never be overemphasis.

2.2 Public Library and Nigeria

Public library is one of the categories of the library. Library is an institution for all ramification development of mankind regardless of their identity. It is a reservoir of knowledge where information resources are kept and consulted by its clientele (Bello, 2015). Bello, Ojo and Oluleye (2015) noted that library is an establishment that can instigate; and promote knowledge, wisdom, creativity and advancement.

Hence, public library is a center or institution established for all round knowledge, and acquisition for development. Public libraries are regarded as people’s university being the local gateway to knowledge, providing opportunities for life, independent decision making and cutting development of individuals’ social groups (Onyegabe and Mokogrou, 2003). According to Olantokun (1993) public library doors are open to all kinds of people regardless of gender, profession, strata, race, culture and religion. Education standard is inclusive.

It is worth to note that public library as an institution for general populace has been in existence for some decades. Examples of public libraries are national, state, city, town and village. Bello, Omale and Choji (2015) noted that, history of public library in Nigeria was not far distinct from the political history of Nigeria. This is because, Dr. Nnamadi Azikwe saw public library as a vehicle for intellectual emancipation and its political influence as Governor General in 1960-1963 and former president of Federal Republic of Nigeria in 1963-1968 led to the passage of bill that established the public libraries (Aguolu, 1997).

More to this, prior to independence the British Council established reading rooms in some Nigerian’s cities and towns to serve as propaganda outfit during the second World War; and at the end of the war the reading rooms serve as a place for enlightens and spreading of British Cultures (Bello, Oluleye and Omonjola, 2014)

In the same, the report from UNESCO seminar in 1953 at Ibadan was also in support of establishment of public library in Nigeria. It is also noted that, from that period the reading room that serve as propaganda outfit was redeveloped as public libraries and new systems were established in all most part of the country. Such as Bida, Sokoto, Maiduguri, Port Harcourt, Calabar, etc (Evans, 1964). They were given different names while some are named after people even in this contemporary age. Hence, from the inception, the objectives of public library as recommended by UNESCO are:

1. To promote and stimulate reading for pleasure and recreation;
2. To support and reinforce programmes such as adult and fundamental education;
3. To provide education services for children;
4. To provide services for special group of people in the community and disabilities; and
5. To assist rural education transformation measure (Iwuji, 1990).

2.3. Secondary School and Information Resources

In Nigeria context, schools as academic institution can be categorized in to three. These are Primary,
Secondary and Tertiary institution. Precisely, secondary school is an intermediate institution between primary and tertiary institution. It is a school where students spend six years. That is 3 years at junior and other 3 years at senior class. At the end of the third year in senior class final examination are written. The examinations are West Africa Senior School Certificate Examination (WASSCE) (May/June), WASSCE (Nov/Dec); National Examination Council (NECO) (Internal and External) and National Business and Technical Examinations Board (NABTEB). Hence, before writing of any of the examination it expected that the students must have been taught; study and read well in the subject area of chosen ambition such as arts, sciences, and commercial. Despite English language and Mathematics are subjects to be passed at credit level. To achieve this, there must be adequate availability of information resources to be consulted and, or read by the students.

Information resource can be tangible or virtual but contain information. Aina (2004) noted that information resource is synonymous as information material, information packaged and information source. Professionally, library information resources can be defined as objects upon or and in which information are stored or contained. To have access to information content of library information resources involve different strategies because of the nature of resources (Bello, 2015)

3.0. Research Method

Descriptive survey design was used for the study because it tends to reveal in-depth and accurate information on the senior secondary certificate results in range of years. Secondary data were adopted which involve the collection of released O’level result. The period covered is five (5) years. However, the data were collected precisely on following released examination results WASSCE May/June 2010 and 2011; WASSCE Nov/Dec (Private) 2012, 2013, and 2014. In the same vein, WASSCE May/June were presented in combine table where subjects are listed while, WASSCE Nov./Dec. (private) are in analysis statement form but emphases strictly on Mathematics and English Language. Simple Percentage was used to analyze the data where 00.0%-24.0% is considered Very Poor (VP); 25.0%-49.0% is considered Poor (P); 50.0%-75.0% is considered Good (G); and 75.0 % and above is considered Excellent (E).

4.0. Statement of the Problem

Literacy is a solution to illiteracy and library is an institution to buttress literacy. To be absolutely knowledgeable and well informed in the contemporary age obtaining higher education degrees is essential. In Nigeria, regardless of the propose course of study in Universities five (5) O’level credits Passes including Mathematics and English Language is a prerequisite. Though other institutions such as Polytechnics and Colleges of Education takes four (4) O’Level credits. But Universities is the highest educational institution and is the most desire for the majority of the candidates. Public libraries can play significant roles to buttress and enable the candidates to obtain requirement credits pass to the universities. This justify the present study and the question in view is: what is the state of performance regards five (5) credits pass including Mathematics and English Language of the candidates who enrolled for WASSCE May/June 2010 and 2011; Nov/Dec (Private) 2012, 2013, and 2014 O’Level examination in Nigeria?

5.0. Significant of the Study

The outcome of the study will be of important to group of people such as candidates for O’level examination and Federal Government of Nigeria. To candidates preparing for O’level examinations will considered public libraries as second or alternative institution to study. To Federal Government of Nigeria, they will see reasons why public library is important to buttress education system.

6.0. Objective of the Study

The following objective guides the study.

Is to know the performance level of candidates who sat for West Africa Senior School Certificate Examination (WASSCE) O’level examination within period of past five years (2010-2014) in relating to five (5) credits subjects including Mathematics and English Language in Nigeria and therefore examines how public library can involve.

7.0. Data Analysis

Table 1: National Percentage Performance in Core Subjects in WASSCE (May/June) 2010 & 2011

<table>
<thead>
<tr>
<th>S/N</th>
<th>Subjects</th>
<th>Credit (A1-C6)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2010 (%)</td>
</tr>
<tr>
<td>1</td>
<td>English Language</td>
<td>35.1</td>
</tr>
<tr>
<td>2</td>
<td>Mathematics</td>
<td>42.0</td>
</tr>
<tr>
<td>3</td>
<td>Physics</td>
<td>51.3</td>
</tr>
<tr>
<td>4</td>
<td>Chemistry</td>
<td>50.7</td>
</tr>
<tr>
<td>5</td>
<td>Biology</td>
<td>49.7</td>
</tr>
<tr>
<td>6</td>
<td>Agricultural Science</td>
<td>47.3</td>
</tr>
<tr>
<td>7</td>
<td>Economics</td>
<td>56.3</td>
</tr>
<tr>
<td>8</td>
<td>Geography</td>
<td>50.0</td>
</tr>
<tr>
<td>9</td>
<td>Government</td>
<td>66.9</td>
</tr>
<tr>
<td>10</td>
<td>Accounting</td>
<td>52.2</td>
</tr>
</tbody>
</table>

Source: Adopted and modified from Salami, 2013

7.1. WASSCE (May/June) 2010

From the table 1 above, it is observed that: Government, Economics, Accounting, Physics, Chemistry and Geography have 66.9, 56.3, 52.2,
51.3, 50.7 and 50.0 percents respectively. They can be considered good percentages. Because, though they are 50% and above but not up to 75% and above which is rated as Excellent. Furthermore, English Language has 35.1%, Mathematics has 42.0%, Agricultural Science has 47.3% and Biology has 49.7%. They can be considered as poor percentage because they are less than 50% (Salami, 2013)

7.2. WASSCE (May/June) 2011

From the table 1 above, it is observed that: Government, Physics, Economics, English Language, Geography, Accounting, and Agricultural Science has 68.1%, 63.9%, 59.5%, 57.2%, 56.5%, 53.4%, and 52.6% respectively. They can be considered as good result because they are not up to 75% and above which is considered as Excellent (Salami, 2013)

7.3. WASSCE (Nov./Dec.) 2012

Total number of candidate that registered for the examination was 413,266 for the total number of candidates that sat for the examination, 161,706 candidate representing 40.77% obtained six credits and above 266,688 candidates representing 67.76% obtained credits and above in three (3) subject and that total of 343, 352 candidates representing 86.57% obtained credits and above in two subjects. Significantly, a total of 150, 615 candidates representing 37.97% obtained credits in five (5) subjects and above including English Language and Mathematics. Furthermore, a total of 259, 259 candidates representing 66.99% obtained credit and above in English Language while, 226,608 candidates representing 59.06% obtained credits and above in Mathematics (Taiwo-Oguntuase, 2012).

7.4. WASSCE (Nov./Dec.) 2013

A total of 86, 612 candidate representing 29.17% of the total number of candidate who sat for the examination obtained credits in five subject and above including English Language and Mathematics (Uchechukwu, 2014).

7.5. WASSCE (Nov./Dec.) 2014

The released of results shows that WASSCE candidates with 27,522 (29.37%) of the total number of candidates obtaining credits in five (5) subjects and above including English Language and Mathematics. Records showed that when compared with the November/December 2013 WASSCE (Private) there was a marked increase in candidate performance in 2014. Of the total number of candidates that sat for the examination, 75,313 candidates (30.50%) obtained six (6) credits and above; 110,346 candidates (44.70%) obtained five credits and above; 145,036 candidates (58.75%) obtained credits and above in four subjects; 177,177 candidates (7.77%) obtained credits and above in three subjects; while 205,090 candidates (83.08%) obtained credits and above in two subjects (Uchechukwu, 2014).

8.0. Summary of Major Findings

The summary are based on data analysis on five credits includes Mathematics and English Language.

- In WASSCE (May/June) 2010: good result to subjects registered but 35.15% and 42.0% has credit in English language and Mathematics.
- In WASSCE (May/June) 2011: Total result reported was good. Though there is relatively poor in Mathematics.
- In WASSCE (Nov./Dec.) 2012: The results released was poor. 37.97% obtained credit in five (5) subjects and above in English Language and Mathematics.
- In WASSCE (Nov./Dec.) 2013: The released result was poor. 29.17% of the candidates has five credit O’level passes includes Mathematics and English Language.
- WASSCE (Nov./Dec) 2014: The released result was poor. 29.47 of the candidate obtain credits in fine (5) subject and above including Mathematics and English Language.

9.0 Discussion of the Study and Implication of the Finding

It is obvious that, formal education is a kind of standard education which can be highly achieve at higher institution. It is imperative to note that getting entry requirement to the higher institution by the interested candidate will be cumbersome and therefore it could lead poor development in all ramifications of human endeavor. This is because, Mathematics and English Language that is identify as entry prerequisite in addition to three (3) other subjects in area of specialization in not been passed with good percentage in the recent selected range of years.

10.0. Conclusion and Recommendation

The poor performance of secondary schools students in WASSCE within 2010-2014 is so apparent. Hypothetically in Mathematics and English Language one could regretfully announce that, there is a missing link between the students of secondary schools and educational standard. Hence, recommendations are proffered on information resources and other factors.

10.1. Information Resources

The categories of information resources to be provided in public library for the of development of secondary school educational system that will result to high level of academic performance includes electronic information resources EIR, documentary Information Resources, DIR, Non-Documentary Information Resources, NDIR, and dimensional information resources, DIR. Hence, they are provided below:
10.2. Other factors

This includes students’ personal interest, teachers, government and non-governmental factors

10.2.1. Students’ personal Interest factors

- They should embrace the spirit of readiness when studying. That is; the students must have the williness to study hard, reading on personal bases and use precise information resources in order to acquire more information and therefore increase their understandings.
- They should abstain from any forms of distractions to their education. This could include engaged in or pay more attention to extra-curriculum activities such as involve in all such of social associations in the schools and at homes.

10.2.2. Teacher factors

- Teaching deep of assign subjects with the use of appropriate instructional materials, counseling and motivating of students should be of priority to teachers.

10.2.3. Government factors

- Establishment of appropriate public library such as state, city, town, village public libraries across the country and equipped them with relevant and precise information resources that contain information in general and or specific subjects taught in secondary schools. That is; all the information resources should cut across all stipulated in the secondary school syllabus.
- Employ competent and qualified librarian that will be able to manage the public library effectively regardless of the location.
- Encourage the students with free education and bursary scheme. This will go a long way to help students that are on self sponsorship.

10.2.4. Non-Governmental factors

- The philanthropists in a given community and non-governmental organization both in local and international should encourage the students with scholarship and donation of relevant information resources to the library.

References


