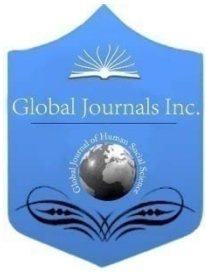
Volume 15 Issue 47
Originally issued as A8



Global Journal of human-social science: A
Arts & Humanities - Psychology
Volume 15 Issue 8 Version 1.0 Year 2015
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Accessibility and Utilization of Library Resources by Teachers in Secondary Schools in Calabar Education Zone of Cross River State, Nigeria

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GJHSS-A Classification : FOR Code: 700201



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Accessibility and Utilization of Library Resources by Teachers in Secondary Schools in Calabar Education Zone of Cross River State, Nigeria

Ntui, Aniebiet Inyang [α] & Udah, Akudo Enang [σ]

Abstract- The aim of this study was to examine accessibility and utilization of library resources by teachers in secondary schools in Calabar Education Zone of Cross River State, Nigeria. . Survey research design was adopted for the study. The population of the study was two thousand, two hundred and twenty (2,220) and a sample of five hundred (500) respondents was selected for the study. The selection was done through the stratified and purposive random sampling techniques. Questionnaire was the instrument used for data collection. The instrument was validated by experts in Educational test and measurement who vetted the items developed. The reliability of the instrument was established through the test re-test reliability method. One Way analysis of Variance (ANOVA) was the statistical techniques employed to test the hypotheses under study.. The result of the analysis revealed that, availability of text book, visuals, audio-visual materials, reference materials and newspaper/magazines significantly influenced utilization of library resources by teachers. Based on the findings of the study, it was recommended that secondary school management through the school librarian must articulate and act upon a vision of making adequate amount of information resources available to the teachers.

Keywords: library resources, school libraries, nigeria audio-visual materials visuals, newspaper/magazines, text books.

I. Background to the Study

Teachers need various kinds of information resources for teaching and research, for the purposes of impacting knowledge to students and self-development For learning to take place, teachers and learners must have access and use the necessary and adequate information resources. The most effective way to mobilize school teachers is through the provision of required information resources in school libraries. The library is a repository of knowledge. Library helps the secondary school teachers to achieve the objectives of producing students that are information literate and are prepared for lifelong education. Hence, libraries should provide access to available library resources and expert professional support to facilitate effective utilization of these resources. Library resources contain information in both print and non-print formats such as textbooks, journals, indexes, newspapers and magazines, reports, internet, video tapes, diskettes, and microforms. Library resources are the raw materials that provide vital services in the teaching and learning process. Library resources are important for the preparation of lesson plan by teachers and for educational advancement in order to achieve the set instructional objectives.

To achieve these objectives, library resources should be accessible to the teachers at the right time in its appropriate format Accessibility of library resources creates an enabling environment for the utilization of library resources. It is assumed that if information is accessible to the teachers in school libraries, it could be used for effective teaching. The main goal of the school library is for users to gain access to its abundant wealth of information resources. Information sources are efficient if they provide relevant, useful and accurate information that can help users solve their problems. Accessibility of library resources means the ease of locating and retrieving a piece of information from the storage medium (Akobundu, 2008). Readers tend to use information sources that require the least effort to access so as to save time.

Teachers require quality information resources in order to teach effectively; undertake innovative research and use their acquired knowledge and experience to provide expert services to the schools in order to turn out professionals and qualified students who will be leaders of tomorrow. Therefore, libraries are expected to provide such resources which when used effectively by teachers, would translate into improved teaching effectiveness and quality products. Inability to access information resources in the library can result in time waste and frustration. Such time waste and frustration have the potential of discouraging, rather than encouraging library use.

Information utilization is the practical and maximum use of library resources identified and acquired by a user for the purpose of solving a problem or achieving a set goal... The teachers in secondary schools are expected to use library resources for teaching. Effective teaching could be achieved if library information resources are correctly utilized to teaching functions by the teachers. Library resources are of no value to the teachers until they have been utilized. The quality of teaching, research, and community services of teachers in any secondary school depends to some

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extent on accessibility and utilization of library resources available in their school libraries. Resource accessibility and usage are essential to the teachers.

It is against this backdrop that this study sets to find out how accessibility to library resources influences its utilization by teachers in secondary schools in Calabar Education Zone of Cross River State, Nigeria.

II. Statement of the Problem

The relevance of a library lies in the accessibility of its resources. A library with resources that could easily be accessed will obviously be a source of attraction and its resources will be utilized. Libraries acquire resources to meet the needs of its users. In spite of the government's efforts to equip secondary school libraries in Cross Rjver State, these library resources appear to be inaccessible and underutilized. In some cases, many of these library resources are still locked up in head teacher's office and housed in conditions that leave much to be desired. Even where these materials are found, access to them is always a difficult challenge to students and teachers. In some secondary schools, the researchers observed that a large portion of information that are recorded on audio or videotape about important events, people are scattered all over the staff room. Hence, the level of accessibility and utilization of library resources in secondary schools in Calabar Education Zone of Cross River State is not known..

III. Purpose of the Study

The main purpose of this study was to find out if accessibility influenced utilization of library resources by teachers in secondary schools in Calabar Education Zone of Cross River State, Nigeria.

Specifically, this study sought to:

a) Find out whether accessibility to text books, influences the utilization of library resources by teachers in secondary schools in Calabar Education Zone of Cross River State.

b) Examine whether accessibility to visuals influences the utilization of library resources by teachers in secondary schools in Calabar Education Zone of Cross River State.

c) Determine if accessibility to audio-visual materials influences the utilization of library resources by teachers in secondary schools in Calabar Education Zone of Cross River State.

d) Determine whether accessibility to reference materials influences the utilization of library resources by teachers in secondary schools in Calabar Education Zone of Cross River State.

e) Determine whether accessibility to newspaper/magazines influences the utilization of library resources by teachers in secondary schools in Calabar Education Zone of Cross River State.

IV. Research Methods

The survey design was adopted for this study. Calabar Education Zone is one of the three Senatorial Districts in Cross River State Nigeria . It is made up of seven Local Government Areas (CRSG, 2007). These local Governments are: Akamkpa, Akpabuyo, Bakassi, Biase, Calabar Municipality, Calabar South, and Odukpani.

a) Population of study

The population of this study was made up of all teachers in all the 80 public Secondary Schools in Calabar Education Zone of Cross River State numbering 2,220. (State Secondary Education Board, Planning Research and Statistics, 2014). Ten percent of the school population was selected to represent schools from where the sample (teachers) was selected. This implies that in every ten schools, a school was selected randomly to represent the schools in that sub-set.

b) Sampling technique

The researchers utilized stratified and purposive sampling techniques. The first stage is the use of stratified sampling technique. At this stage, the researchers stratified the study area into Local government areas (L.G.As). This resulted into having seven strata based on the seven L.G.As found in Calabar Education Zone.

The second stage of the sampling technique is the use of purposive sampling. e where the researchers selected a predetermined sample size purposely from the selected schools.

c) Sample

The researcher sampled 23% of the teacher population in all the seven strata. This gave the total of 510 teachers which constituted the sample of the study. Twelve public secondary schools in Calabar Education Zone were selected for the study. However, only five hundred (500) questionnaires were properly filled while the remaining ones were discarded as they were not properly completed. This is shown on Table 1 below:

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Table 1 : Population and Sample distribution of teachers in public secondary schools in Calabar Education Zone of Cross River State

S/N	L.G.A	Total popn.of teacher/L.G.A,	Total of sample of teacher(23%)	Total No. of Schools	No. of schools selected per L.G.A.
1.	A	197	45	14	2
2.	B	252	58	17	2
3.	C	215	49	12	2
4.	D	438	100	7	1
5.	E	947	218	21	3
6.	F	137	32	6	1
7.	G	34	8	3	1
	Total	2,220	510	80	12

Source: (State Secondary Education Board Department of Planning research and Statistics Calabar, 2014)

d) Instrumentation

A structured 45–item questionnaire on accessibility and Utilization of Library resources among teachers in Secondary School (AULRATS) was constructed by the researchers and was vetted by experts.The instrument was divided into three parts. Section A consisted of the bio-data of the staff which include the name of school, type of school, marital status of staff, age, sex, and subject taught. Section B includes items that will elicit information on accessibility of library resources. The questionnaire was framed on a 4–point modified Likert scale eliciting responses ranging from: Strongly Agree (SA), Agree(A), Disagree (D) and Strongly Disagree (SD) while Section C contains information on utilization of library resources eliciting responses from Very often (VO) , Often (O), Sometimes (ST) and Never (N).

e) Validity of the instrument

The instrument for data collection was face validated by the researchers and three experts in the area of research and statistics in the University of Calabar. Their views and suggestions were used to modify the items in the instrument. Thus, the instrument was assumed to have satisfactory face validity.

f) Reliability of the instrument

The reliability of the instrument was established using test re-test reliability method. Some copies of the instrument were administered to teachers of Government secondary school, Uyanga, Akamkpa who were not part of the population of the study. The first administration of the questionnaire was done on the teachers on the 4th of February 2014 while the second administration was done on the 18th of February 2014 (two weeks interval). Copies of the questionnaire were given identification marks for ease of pairing and matching the first administration with the second one. Using the Pearson moment correlation, the co-efficient between 0.61 and 0.90 was obtained, which depict a high positive coefficient, meaning that the instrument was highly reliable. Table 2 shows a summary of the reliability.

Table 2 : Coefficient of internal consistency using test re-test Reliability analysis

S/n	Questionnaire item	No. of item	No. of admin.	$\bar{X}$	SD	Reliability coefficient
1	Accessibility to text book	6	1st 2nd	12.50 13.71	2.60 3.81	0.61
2	Accessibility to visuals	6	1st 2nd	15.80 16.11	5.87 6.01	0.71
3	Accessibility to audio-visual materials	6	1st 2nd	14.20 14.89	5.11 4.75	0.85
4	Accessibility to reference Materials	6	1st 2nd	15.88 16.02	4.31 4.43	0.87
5	Accessibility to newspaper/magazines	8	1st 2nd	16.74 19.03	5.09 6.00	0.90

V. Result and Discussion of Findings

a) General description of variables

The main independent variables for this study are: Accessibility to text book, Accessibility to visuals, Accessibility to audio-visual materials, Accessibility to reference materials and Accessibility to newspaper/magazines.

The main dependent variable is utilization of library resources. The mean and standard deviation of the major variables are calculated and presented in Table 3. A total sample of five hundred (500) respondents was used for the study.

b) Presentation of results

In this section each hypothesis is re-stated, and the result of data analysis carried out to test it is

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presented. Each hypothesis of the study was tested at 05 level of significance.

c) Hypothesis one

Accessibility to text book does not significantly influence the utilization of library resources by teachers in secondary schools in Calabar Education Zone of Cross River State. The independent variable in this hypothesis is Accessibility to text book (Low, Moderate and high); while the dependent variable is utilization of library resources. To test this hypothesis, utilization of library resources by teachers and Accessibility to text book low, moderate and high were compared using One-Way Analysis of Variance (ANOVA). The result of the analysis is presented in Table 4.

The result on Table 4 revealed that the calculated F-value of 34.693 was higher than the critical F-value of 3.00 at.05 level of significance with 2 and 497 degree of freedom. With this result, the null hypothesis was rejected. This result therefore implied that, Accessibility to text book significantly influence utilization of library resources by teachers. Since Accessibility to text book has a significant influence on utilization of library resources, a post hoc analysis was employed using Fishers' Least Significant Difference (LSD) multiple comparison analysis. The result of the analysis is presented in Table 5.

The result of the analysis in Table 5 showed that teachers whose Accessibility to text book was low were significantly different in their utilization of library resources from those whose Accessibility to text book was either moderate or high. Also teachers whose Accessibility to text book was moderate were significantly different from those who were high in utilization of library resources.

d) Hypothesis two

Accessibility to visuals does not significantly influence the utilization of library resources by teachers in secondary schools in Calabar Education Zone of Cross River State. The independent variable in this hypothesis is Accessibility to visuals (Low, Moderate and high); while the dependent variable is utilization of library resources. To test this hypothesis, utilization of library resources by teachers' and Accessibility to visuals low, moderate and high were compared using One-Way Analysis of Variance (ANOVA). The result of the analysis is presented in Table 6.

Table 3 : General description of data (N=500)

Variables	N	$\bar{X}$	SD
Accessibility to text book	500	14.8700	1.14530
Accessibility to visuals	500	21.0620	1.88714
Accessibility to audio-visual materials	500	20.4720	2.19519
Accessibility to reference materials	500	21.5380	1.58669
Accessibility to newspaper/magazines	500	25.5980	3.24491
Utilization of library resources	500	53.7940	3.35889

Mean and standard deviation of the variables used in the study

Table 4 shows the mean and Standard deviation (SD) of the variables of the study. The mean ranges from 14.87 to 53.79 and the Standard deviation from 1.15 to 3.36.

Table 4 : One-Way ANOVA Of The Influence Of Accessibility To Text Book On Utilization Of Library Resources (N=500)

Accessibility to text book	N	$\bar{X}$	SD		
Low – 1	133	52.51	3.20		
Moderate – 2	200	53.32	2.06		
High– 3	169	55.39	4.06		
Total	500	53.79	3.36		
Source of variance	SS	Df	Ms	F	Sig of F
Between group	689.693	2	344.847	34.693*	.000
Within group	4940.089	497	9.940		
Total	5629.782	499			

** Significant at .05 level, critical F=3.00, df= 2, 497.*

Table 5 : Fishers' Least Significant Difference (LSD) multiple comparison analysis of the influence of Accessibility to text book on utilization of library resources

Accessibility to text book	n	Low 133	Moderate 200	High 167
Low	133	52.51[a]	-0.83[b]	-2.90
Moderate	200	-2.36c	53.32	-2.07
High	167	-7.93*	-6.27*	55.39
MSW=9.940				

** Significant at .05 level, critical F=1.96, df=598.*

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a = *Group means are placed along the principal diagonal*
b = *Difference between Group means are placed above principal diagonal*
c = *Fishers' F-values are placed below the principal diagonal*
** =* *Significance at 0.05 level (critical F=1.96).*

Table 6 : One-way ANOVA of the influence of Accessibility to visuals on utilization of library resources (N=500)

Accessibility to visuals	N	X	SD		
Low – 1	167	50.59	1.50		
Moderate – 2	200	53.66	2.05		
High– 3	133	58.02	1.59		
Total	500	53.79	3.36		
Source of variance	SS	Df	Ms	F	Sig of F
Between group	4084.621	2	2042.310	656.908*	.000
Within group	1545.161	497	3.109		
Total	5629.782	499			

** Significant at .05 level, critical F=3.00, df= 2, 497.*

The result on Table 6 revealed that the calculated F-value of 117.384 was higher than the critical F-value of 3.00 at. 05 level of significance with 2 and 497 degree of freedom. With this result, the null hypothesis was rejected. This result therefore implied that, Accessibility to visuals significantly influence utilization of library resources by teachers. Since Accessibility to visuals has a significant influence on utilization of library resources, a post hoc analysis was employed using Fishers' Least Significant Difference (LSD) multiple comparison analysis. The result of the analysis is presented in Table 7.

The result of the analysis in Table 7 showed that teachers whose Accessibility to visuals materials was low were significantly different in their utilization of library resources from those whose Accessibility to visuals materials is either moderate or high. Also teachers whose Accessibility to visual materials was moderate were significantly different from those who were high in utilization of library resources.

e) Hypothesis three

Accessibility to audio-visual materials does not significantly influence utilization of library resources by teachers in secondary schools in Calabar Education Zone of Cross River State. The independent variable in this hypothesis was Accessibility to audio-visual materials (Low, Moderate and high) while the dependent variable is utilization of library resources. To test this hypothesis, utilization of library resources by teachers' and Accessibility to audio-visual materials low, moderate and high were compared using One-Way Analysis of Variance (ANOVA). The result of the analysis is presented in Table 8.

Table 7 : Fishers' Least Significant Difference (LSD) multiple comparison analysis of the influence of Accessibility to visuals on utilization of library resources

Accessibility to visuals	N	Low 167	Moderate 200	High 133
Low	167	50.59[a]	-3.08[b]	-7.44
Moderate	200	-16.805c	53.66	-4.36
High	133	-36.591*	-22.26*	58.02
MSW=3.109				

** Significant at .05 level, critical F=1.96, df=598.*

a = Group means are placed along the principal diagonal
b = Difference between Group means are placed above principal diagonal
c = Fishers' F-values are placed below the principal diagonal
* = Significance at 0.05 level (critical F=1.96).

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Table 8 : One-way ANOVA of the influence of Accessibility to audio-visual materials on utilization of library resources (N=500)

Accessibility to audio-visual materials	N	$\bar{X}$	SD		
Low – 1	166	52.38	2.95		
Moderate – 2	133	54.47	3.58		
High– 3	201	54.51	3.16		
Total	500	53.79	3.36		
Source of variance	SS	Df	Ms	F	Sig of F
Between group	497.315	2	248.657	24.079*	.000
Within group	5132.467	497	10.327		
Total	5629.782	499			

** Significant at .05 level, critical F=3.00, df= 2, 497.*

The result on Table 8 revealed that the calculated F-value of 67.834 was higher than the critical F-value of 3.00 at. 05 level of significance with 2 and 497 degree of freedom. With this result, the null hypothesis was rejected. This result therefore implied that, Accessibility to audio-visual materials significantly influence utilization of library resources. Since Accessibility to audio-visual materials has a significant influence on utilization of library resources, a post hoc analysis was employed using Fishers' Least Significant Difference (LSD) multiple comparison analysis. The result of the analysis is presented in Table 9.

The result of the analysis in Table 9 showed that teachers whose Accessibility to audio-visual materials was low were significantly different in their utilization of library resources from those whose Accessibility to audio-visual materials is either moderate or high. Also teachers whose Accessibility to audio-visual materials was moderate were significantly different from those who were high in utilization of library resources.

f) Hypothesis four

Accessibility to reference materials does not significantly influence the utilization of library resources by teachers in secondary schools in Calabar Education Zone of Cross River State.

The independent variable in this hypothesis is Accessibility to reference materials (Low, Moderate and high) while the dependent variable is utilization of library resources. To test this hypothesis, utilization of library resources by teachers' and Accessibility to reference materials (low, moderate and high) were compared using One-Way Analysis of Variance (ANOVA). The result of the analysis is presented in Table 10.

Table 9 : Fishers' Least Significant Difference (LSD) multiple comparison analysis of the influence of Accessibility to audio-visual materials on utilization of library resources

Accessibility to audio-visual materials	N	Low 166	Moderate 133	High 201
Low	166	52.38[a]	-2.10[b]	-2.14
Moderate	133	-5.61c	54.47	-0.04
High	201	-6.34*	-0.11	54.51
MSW=10.327				

** Significant at .05 level, critical F=1.96, df=598.*

a = Group means are placed along the principal diagonal
b = Difference between Group means are placed above principal diagonal
c = Fishers' F-values are placed below the principal diagonal
* = Significance at 0.05 level (critical F=1.96).

Table 10 : One-way ANOVA of the influence of Accessibility to reference materials on utilization of library resources (N=500)

Accessibility to reference materials	N	$\bar{X}$	SD		
Low – 1	166	52.58	2.74		
Moderate – 2	200	54.51	4.32		
High– 3	134	54.23	1.49		
Total	500	53.79	3.36		
Source of variance	SS	Df	Ms	F	Sig of F
Between group	373.492	2	186.746	17.657*	.000
Within group	5256.290	497	10.576		
Total	5629.782	499			

** Significant at .05 level, critical F=3.00, df= 2, 497.*

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The result on Table 10 revealed that the calculated F-value of 31.402 was higher than the critical F-value of 3.00 at .05 level of significance with 2 and 497 degree of freedom. With this result, the null hypothesis was rejected. This result therefore implied that, Accessibility to reference materials significantly influence utilization of library resources. Since Accessibility to reference materials had a significant influence on utilization of library resources, a post hoc analysis was employed using Fishers' Least Significant Difference (LSD) multiple comparison analysis. The result of the analysis is presented in Table 11.

The result of the analysis in Table 11 showed that teachers whose Accessibility to reference materials was low were significantly different in their utilization of library resources from those whose Accessibility to reference materials is either moderate or high. Also teachers whose Accessibility to reference materials was moderate were significantly different from those who were high in utilization of library resources.

g) Hypothesis five

Accessibility to newspaper/magazines does not significantly influence the utilization of library resources by teachers in secondary schools in Calabar Education Zone of Cross River State.

The independent variable in this hypothesis is Accessibility to newspaper/magazines (Low, Moderate and high) while the dependent variable is utilization of library resources. To test this hypothesis, utilization of library resources by teachers' and Accessibility to newspaper/magazines low, moderate and high were compared using One-Way Analysis of Variance (ANOVA). The result of the analysis is presented in Table 12.

Table 11 : Fishers' Least Significant Difference (LSD) multiple comparison analysis of the influence of Accessibility to reference materials on utilization of library resources

Accessibility to reference materials	N	Low 166	Moderate 200	High 134
Low	166	52.58[a]	-1.94[b]	-1.66
Moderate	200	-5.69c	54.51	-0.28
High	134	-4.40*	-0.77	54.23
MSW=10.576				

** Significant at .05 level, critical F=1.96, df=598.*

a = Group means are placed along the principal diagonal
b = Difference between Group means are placed above principal diagonal
c = Fishers' F-values are placed below the principal diagonal
* = Significance at 0.05 level (critical F=1.96).

Table 12 : Summary data and one-way ANOVA of the influence of Accessibility to newspaper/magazines on utilization of library resources (N=500)

Accessibility to newspaper/magazines	N	$\bar{X}$	SD		
Low – 1	167	53.18	3.38		
Moderate – 2	133	54.72	2.30		
High– 3	200	53.69	3.79		
Total	500	53.79	3.36		
Source of variance	SS	Df	Ms	F	Sig of F
Between group	179.684	2	89.842	8.193*	.000
Within group	5450.098	497	10.966		
Total	5629.782	499			

** Significant at .05 level, critical F=3.00, df= 2, 497.*

The result on Table 12 revealed that the calculated F-value of 34.148 was higher than the critical F-value of 3.00 at .05 level of significance with 2 and 497 degree of freedom. With this result, the null hypothesis was rejected. This result therefore implied that, Accessibility to newspaper/magazines significantly influence utilization of library resources. Since Accessibility to newspaper/magazines has a significant influence on utilization of library resources, a post hoc analysis was employed using Fishers' Least Significant Difference (LSD) multiple comparison analysis. The result of the analysis is presented in Table 13.

The result of the analysis in Table 12 showed that teachers whose Accessibility to newspaper/magazines was low were significantly different in their utilization of library resources from those whose Accessibility to newspaper/magazines was either moderate or high. Also teachers whose Accessibility to newspaper/magazines was moderate were significantly different from those who are high in utilization of library resources.

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Table 13 : Fishers' Least Significant Difference (LSD) multiple comparison analysis of the influence of Accessibility to newspaper/magazines on utilization of library resources

Accessibility to newspaper/magazines	N	Low 167	Moderate 133	High 200
Low	167	53.18[a]	-1.55[b]	-0.52
Moderate	133	-4.03c	54.72	-1.03
High	200	-1.50*	-2.78*	53.69
MSW=10.966				

** Significant at .05 level, critical t=1.96, df=598.*

a = Group means are placed along the principal diagonal
b = Difference between Group means are placed above principal diagonal
c = Fishers' t-values are placed below the principal diagonal
* = Significance at 0.05 level (critical t=1.96).

VI. Discussion of Findings

This section is devoted to the discussion of findings of the study. This discussion will be done based on the facets of the study

a) Accessibility to text book and utilization of library resources

The result of this aspect of the study revealed that there was a significant influence of Accessibility to text book on the utilization of library resources by teachers. The finding of this study is in line with the view of Oniovosa (2004), who noted that, in a survey around the world on the reading ability of the children that, one of the factors that positively influence children's reading attainment is the availability and accessibility of books and other non-books resources in their immediate surroundings, at home, in the classroom and in the library. Accessibility and utilization of library information resources are key factors in the provision of quality services in different types of libraries. Abdullahi (2008), also added that usefulness of a library depends upon its proper organization which includes the accessibility and Accessibility to information resources, their arrangement, the situation of the library, etc. Moreover, Bhatt (2013), also asserted that the successful library services depend mainly on satisfaction level of its users with the relevant library information resources, user-centric library services and library staffs' supportive attitude.

Several studies have been done on the use of school libraries. Agyekum and Filson (2012), also found that most of the students use library resources and services to supplement their class notes, assignments and helped them in examination preparation. Oyewusi & Oyeboade (2009) findings show that Nigerian students/ teachers perceive library as a place where serious academic work can be done. There is an adequate utilization of library resources in the school especially textbooks. In the same vein, the study conducted by Mubahsrah et al (2013), revealed that libraries are mostly visited by students/teachers for reading of textbooks, preparation of assignment and consume spare time. From the findings, it was recommended that for optimum utilization of library resources to take place, there must be improved library services and provisions of library resources because lack of human and material resources most often contribute to the underutilization of library resources.

The findings is also in line with the view of Clabo (2002), who pointed out that students use school library information resources for recreational readings, for reference purposes, doing their school homework, teacher requirements and reading news from newspapers. Similarly, Orji (2012), also found out that users use the school library for many and various reasons i.e.; to prepare for examination; for leisure; recreation for serious academic work, to see friend and people and so on.

Adeoye and Popoola (2011), also added that library information resources can be in both printed and electronic formats including textbooks, journals, indexes, abstracts, newspapers, magazines, reports, CD-ROM databases, internet, email, video tapes/cassettes, diskettes, computers and microforms. Ezeala and Yusuff (2011), also added the electronic resources as: functional computers, photocopying machines, CD-ROM, microforms, microform readers, fax machines, internet, local area network, radio messages, telephone, lighting and computer workstations for library users which must have to be measured periodically by librarians to ensure that the resources and services of their libraries as a way of ensuring that they are meeting the set objectives of the library. Based on the above information, we can divide library resources into two categories i.e., traditional printed material or resources and non-printed or electronic resources.

Successful educational system depends exhaustively on the accessibility and utilization of information sources and services. In this regard, academic libraries are providing knowledge and information resources for teaching, learning and research. Academic libraries are rapidly supporting and encouraging adapting new form of teaching and learning exercises. Regarding the accessibility and

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utilization of library resources, authors highlighted that libraries must ensure about the required and relevant resources, adequate storage for the collection, and strategies for accessibility of these resources through classification, cataloguing and other arrangements. Efficient and effective provision of library resources can have positive impact on academic achievement.

For effective learning process, learners must have access to necessary information materials and resources. These resources might be in tangible (i.e., printed resources) and intangible (i.e., electronic resources) format. Librarian is responsible for providing the right information to the right person at the right time. Regarding the accessibility of library resources, authors added that the more accessible information sources that require the least effort to access. User may encounter five possible types of inaccessibility problems i.e., conceptual, linguistic, critical, bibliographic, and physical.

b) Accessibility to visuals materials and utilization of library resources

The result of this aspect of study revealed that there is a significant influence of accessibility to visuals materials on the utilization of library resources by teachers. The finding of this study is in line with view of Akpabio (2004), who viewed video as a potential window that can expose the minds and heart of many to modern practices and environmental concepts, far more than what the traditional classroom teaching can achieve. He stated further that youths and children are so enthralled with home video films that they are described as video crazy. This interest can be exploited in the formal school system for teaching / learning in vivid and entertaining manner. Fatunmbi (2005), also support that studies have shown that there is improvement in teaching–learning process through the use of video. According to him, video can be used to provide real experiences in almost all field of learning. It can be made to repeat information and demonstration as many times as possible, thereby, learning is made easier, realistic and concrete for learners. It allows for self instruction. It provides a cheap and fast way of disseminating educational information and practical skills.

Beshnizen and Puthen (2000) declared that video can help the teacher to work more closely with the learner and reduce the need for repeated explanation. It has the capacity to motivate learners and difficult skills are better viewed especially with the slow motion. Lastly, the high quality of visual images makes videotape presentation a more realistic package and gives the learners, who are experienced TV viewers, familiar ground to work with. Cuban (2001), expressed that video lectures are feasible through the use of personal computer. They are not recording of classroom lectures but cover lecture material as screen displays of content files with audio narrative are added. They can be produced before a course begins or developed as it progresses. Dunn (2000), found that video lectures make available instructor–quality lectures that students can view and study as much as needed to meet their individual learning needs. They are detailed step-by-step explanation of materials used in classroom lectures and are presented at a delivery pace that is significantly slower than what can be accomplished in the limited time available in the classroom. They can be paused and repeated and thus can be studied by students at their own learning pace. Additionally, video lectures are more focused learning experiences than the traditional study of a textbook.

c) Accessibility to audio-visual materials and utilization of library resources

The result of this aspect of the study indicated that there is a significant influence of Accessibility to audio-visual materials on the utilization of library resources by teachers. The finding of this study is in agreement with the view of McNaught (2007), who observed that the Accessibility to moving images and audio-visual resources can be used in many ways to enhance teaching and learning experiences. On top of their effectiveness in illustrating concepts, showing examples, inspiring discussions and enhancing language skills, more importantly, these materials can provide a more exciting way of teaching and learning than a straight-forward lecture or tutorials. He also observed that audio-visual materials are very useful teaching and instructional as well as promotional aids. They provide experiences not easily secured in other ways and hence contribute to the depth and variety of learning. Kasmiri (2007) also observed that the various methods of teaching informally such as observation, participation and the use of the senses are forms of audio-visual resources. In our indigenous Nigerian Education, a child is asked to observe carefully without verbal instructions and to participate in domestic science, craft, and agriculture, the child is able to grasp knowledge from different fields unconsciously. Thus every child has the right to knowledge and information especially that which concerns his cultural heritage". It is imperative therefore, that in cultures whose traditions are essentially of the oral rather than the written type, knowledge and information transfer be effected through the use of verbal instructions and the preservation of their cultural arts. This is the meaning of the story telling sessions in our indigenous African education. In modern times, the value of instructional materials have been discovered of late in this country and attempts are being made by all stakeholders connected with education to see that audio-visual materials are used in teaching and learning situations. Hallett and Faria, (2006), also points out that, books are not the only way the libraries can extend the available information to the public but other

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means such as pictures, filmstrips, slides, recording etc. should be acquired to supplement book resources and to substitute for books when they are not available on a particular topic. That is, in the modern educational methods modern technologies have given rise to various means of teaching which make it easier for both the teacher and learner to achieve their aims of teaching and learning. The Encyclopedia of library and information science asserted that libraries serving formal education have tended over the years to broaden their inventories of non book or audio-visual materials rapidly and to accept increased responsibilities for distribution of audio-visual equipment, e.g emotion pictures, projectors as well as establishing local duplication and production services (e.g. of overlay transparencies).

Human being learns more easily and faster by audio-visual processes than by verbal explanations alone. Audio-visual materials are very important and useful in education because the normal learner in so far as the functions of his preceptor mechanisms are concerned, gains understanding in terms of multiple impression recorded through the eye, ear touch and other senses. This is to say that Audio-visual materials are the equipment through which that function can occur, that is does not occur in isolation, rather through a balance pattern from any preceptor mechanism that are stimulated by external occurrences. Audio-visual resources/materials are part of our cultural heritage, carrying a huge amount of information that needs to be preserved for future use. The rich variety of media expressions in society should be reflected in the services offered to users by the libraries. Non-printed materials are however, often referred to as audio-visual resources. They are the product of advanced technology, some of which require special equipment to operate. Non-printed resources can be grouped into three (that is, audio, visual and audio-visual). We also have electronic resources as part of resources in the libraries.

Teachers need various kinds of information for teaching and research for the purposes of impacting knowledge in students and self development. To achieve this, the right information must be available for the right person at the right time in its appropriate format. The most effective way to mobilize people is through the provision of required information. In the most useable form and that such information should be provided for the benefit of a large number of people.

Librarians, as information providers, should be concerned with the provision of information in the formats most suited to the differing needs of various types of user, each of which must be clearly differentiated. A library exists to serve its community and consequently the needs of all members of that community must be accommodated, the old and the young, the able and the disabled, the gifted and the backward members of the society. In developing countries the provision of audiovisual materials and their associated equipment might be regarded as of greater importance than the printed word because the level of literacy is such that oral and visual expressions are essential for the purposes of communication.

The need for still images, films and sound on the more traditional non-electronic audiovisual carriers still exists alongside the growing possibilities of the Internet. Multimedia and computer based information have contributed to a great explosion of audiovisual materials in libraries. Almost every library user or visitor is a potential user of audiovisual and multimedia materials as well as of print. Libraries are in a hybrid situation, as they have to deal with all sorts of material, including print, audiovisual, electronic (including Internet) and multimedia. Librarians should be aware of the potential of audiovisual and multimedia formats as resource materials and include them in their collections. The audio-visual resources have their unique roles to play in teaching and learning situation and so must be made readily available and accessible especially at the resource centers like library.

d) Accessibility to reference materials and utilization of library resources

The result of this aspect of the study showed that Accessibility to reference materials significantly influence the utilization of library resources by teachers. The finding of this study is in line with the study of Igwe (2004), who observed that some reference works, such as almanacs and encyclopedias, provide information directly. Other works, such as indexes and bibliographies, lead users to where information is. The reference section of a library houses reference materials that have been carefully selected and acquired to aid users in their quest for information in their chosen fields. These books are resources in the library that are designed in a way that users can refer to them in the course of research for specific information. Reference materials contain the origin of events, phenomenon, ideas and sometimes their history while other texts may not necessarily contain such.

Nwaigwe and Onwuama (2004), also stated that reference materials provide significant information regarding the definition of the topic sought and its background. They opined that the information in reference materials are usually authentic, accurate and more reliable than non-reference sources. When users get really familiar with reference materials, they will find out how quickly and efficient it will be to complete their assignment and do their researches. However, teachers most times do not frequently access and utilize these reference materials in the school libraries. It may be as a result of the fact that they do not know when and how to use them or they do not find them to be valuable resources. It is true that the internet provides a multitude of reference information, but not everything can be retrieved from the internet.

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Sherman (2006), also argued that the amazing amount of useful information on the web has, for some, engendered the false assumption that everything can be found online. He added that Wikipedia, for example, which ranks high for a wide variety of specialized subject areas, is improving web concision. But Wikipedia is just one website, it can be edited by anyone. Therefore, its truthfulness is not guaranteed. He strongly agrees that libraries still retain a much more comprehensive and concisely indexed collection of research materials. The internet, though a laudable innovation with an influx of resources, cannot be equated with the amount of information that can be found more easily through the use of a reference book.

Aina (2004), also said that the library is the learning center because it provides materials that are needed for learning for all the courses that may be offered by the institution. To the postgraduate students, it provides all resources needed to carry out effective learning and research activities. To the teachers, the library provides resources to support teaching and research. Above all, he said the library is also expected to provide information sources for extracurricular activities. The importance of a library to the university could be described in this way as "A university is a group of buildings, gathered around a library. It is said that n good quality education is impossible without a good quality library. The quality of the university library facilities is an important component in the reputation of the university.

Popoola (2001) argued that information availability does not mean accessibility and utilization. He suggested, among others, that academic libraries should stimulate primary demands for their products (Materials) and services. And that the expectations of people are high when sourcing and retrieving information, hence frustration too is high when expectations are not met. She suggested that for a library to satisfy the needs of users, both human and material resources must be available. In an effort to provide reference services to patrons, the American library, Brown (1994), also reported that quality improvement techniques used by business organizations were adopted to improve the quality of their reference services. According to Brown, the techniques include: identifying the characteristics of customers and their needs; periodically evaluating service and identifying their limitations; promoting teamwork through employee's involvement. Reference services should be more of customer driven. In order to ascertain whether or not the academic library materials and services have met the information needs of the clientele, there is need for evaluation of the use of library resources and services.

The importance of reference materials cannot be overemphasized in an academic environment. The use of reference sources is highly beneficial or even indispensable for students to achieve their educational outcomes. Using reference is one of the most important parts of the process in an academic exercise. It avails the researcher of an opportunity to get informed about a topic. Reference sources help make your choice easier, look up textual information about your subject. Finding out information on your chosen subject, learn about it. How it works, what it's made of, what it's used for, why it exists, who uses it, what different types there are, anything you can find out is good. This might help to spark your interest and motivate you. However, the majority of students and researchers ignore this salient part.

e) Accessibility to newspaper/magazines and utilization of library resources

The result of this aspect of the study revealed that Accessibility to newspaper/magazines significantly influenced the utilization of library resources by teachers. The finding of this study is in line with the view of Ogbebor (2011), who sees library as an organized collection of published and unpublished books and audiovisual materials with the aid of services of staff who are able to provide and interpret such material as required, to meet the informative research, educational and recreational needs of its users. In the same context Adeoye and Popoola (2011) also added that library information resources can be in both printed and electronic formats including textbooks, journals, indexes, abstracts, newspapers, magazines, reports, CD-ROM databases, internet, email, video tapes/cassettes, diskettes, computers and microforms.

VII. Conclusion

Based on the results of the study the following conclusions were reached: Accessibility to text book significantly influenced utilization of library resources by teachers, accessibility to visuals significantly influenced utilization of library resources by teachers, accessibility to audio-visual materials significantly influenced utilization of library resources by teachers, accessibility to reference materials significantly influenced utilization of library resources by teachers and accessibility to newspaper/magazines significantly influenced utilization of library resources by teachers. It was generally concluded that accessibility to library resources significantly influenced the utilization of library resources by teachers in secondary schools in Calabar Education Zone of Cross River State, Nigeria.

VIII. Recommendations

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

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

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2. Latest information technology should be used to build library infrastructures, which includes upgraded intranet, extranet, and Internet, and available software programs to facilitate the capture, analysis, organization, storage, and sharing of internal and external information resources for effective knowledge exchange among users, resource persons (faculty, researchers, and subjects specialists, etc.), publishers, government agencies, businesses and industries, and other organizations via multiple channels and layers.
3. School authority should make accessible visual materials to enable students have concrete ideas or concrete information in the library.
4. Reference materials should be made accessible for users to utilize in the library.
5. Newspapers and magazines should be provided to enable library users to make effective utilization of those materials.

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