

# Use of School Libraries by Students on Teaching Practice: A Case Study of the Seventh-Day Adventist College of Education in Ghana

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## Abstract

**Purpose:** This paper points out the extent of availability of library materials in basic schools, the problems teacher trainees face in accessing library materials in their practicing schools and the impact school library materials have on the OUT stage of the IN-IN-OUT programme of teacher education in Ghana.

**Research design:** The study adopted the case study approach and the instrument used was the questionnaire. Purposive sampling was used since the study was mainly targeted on teacher trainees doing their teaching practice only

**Findings:** The study revealed that; most basic schools teacher trainees had their teaching practice had no library buildings, library materials were kept in wooden and metal boxes, the majority of the library materials were irrelevant to the teaching and learning activities, also the majority of the teacher trainees did not integrate the usage of library materials into the teaching and learning process.

**Implication:** A lot has been written on schools and college libraries, but the researchers found it necessary to point out the impact school libraries on teacher trainees

**Originality:** Based on the findings, some recommendations were made so that stakeholders of teacher training education in Ghana would recognize the role school libraries play in the training of teachers for basic schools.

**Keywords:** Teacher Education, teaching practice, college of education, teacher trainees.

## Introduction

### Libraries and Education

In recent years, worldwide, the searchlight is on quality education, clearly, one cannot talk about quality education without critically examining Teacher Education. This is because teacher education takes the centre stage in any quality education. Teacher education is the type of education and training given to and acquired by an individual to make him or her academically and professionally proficient and competent as a teacher. The three-year teacher training programme in Ghana is based on a scheme called IN-IN-OUT. Under this structure, teacher trainees spend the first two years on college-based activities. However, the third year is devoted to practical teaching attachment in basic schools.

People acquire education through certain institutions, schools, agencies, welfare bodies and organizations, and the library is the most outstanding of such institutions. A school can never impart education without a library, as such, school libraries have to implement and

integrate effective programmes into the school curriculum so as to provide a more holistic learning experience for the learner.

According to Alemna (1994), in 1972, the government of Ghana created the School and College Libraries Department of the Ghana Library Board (Now Ghana Library Authority), and the Department was charged with the following tasks:

1. Visit and provide library services to schools and colleges;
2. Advise and help in organising school libraries;
3. Order and supply books to schools and colleges libraries;
4. Catalogue and classify books for schools;
5. Conduct seminars and training courses for library clerks and teacher librarians.

A preliminary investigation carried out by the researchers proved that most basic schools in the Koforidua Municipality in the eastern region of

Ghana and its environs do not have well organised libraries. The mission of teacher education in Ghana is to provide a comprehensive teacher education programme through pre-service and in-service training that would produce competent, committed and dedicated teachers to improve the quality of teaching and learning in Ghanaian classrooms (Meeting the Challenges of Education in the 21<sup>st</sup> Century, 2002)

Currently in Ghana, the three-year post senior high school programme in the thirty-eight (38) public and three (3) private colleges of education is based on a structure known as IN-IN-OUT. Under this structure, year one is designed to consolidate knowledge of content of subjects taught at the senior high level. Methodology and courses of education are introduced in year two, but the third year is devoted to practical teaching attachment in basic schools, this means that teacher trainees on teaching practice would definitely use the library or library materials in their various practicing schools.

### **Objectives of the Study**

The objectives of the study are:

- To find out the availability of school libraries in the practicing schools
- To find out if schools with libraries have adequate library materials.
- To find out whether student teachers use the school libraries
- To point out the impact school libraries has on teacher training education
- To make recommendations as to how the image of school libraries in Ghana could be augmented.

### **The significance of the study**

The primary significance of this study lies in the fact that

1. The findings will give a picture of the nature of school libraries in Ghana.
2. Much have being written on school libraries in Ghana, but so far their impact on teachers on teaching practice has not being done, so this work will add to scholarship
3. The study will inform stakeholders of education in Ghana to augment the image of school libraries.

### **Research questions for teacher trainees**

1. Does your practicing school have a library?
2. How relevant are the library materials relevant to the teaching and learning in the school?
3. Are pupils allowed to borrow library materials?
4. How often do the pupils patronize the library materials?
5. How do you integrate the usage of the library into the teaching and learning process?
6. Can the performance of the pupils be related to the usage of the library materials?

### **Research questions for assessors of trainees**

1. How do you determine a student teacher who integrates the usage of the library into the teaching and learning process?
2. To what extent do you think the library materials in a practicing school are relevant to the teaching and learning process?
3. What role do school libraries play in teacher training education in Ghana?

### **Literature review**

#### ***The Role of School Libraries in Education***

In this modern era, school libraries are expected to be proactive as far as the integration of the curriculum of the school is concerned because they have a significant impact on the performance and development of the pupils (Office for Standard in Education, 2006). The school library as defined by Fourie (2002) is an education resource centre in a school environment or setting. The centre is meant to support the teaching and learning programmes of the school. It is the place where learners are given the opportunity to develop media and digital skills and to acquire lifelong information retrieval skills to cope with the changes brought about by information and communication technology (Mutala, 2004). In other words, school libraries are needed to bring about pupils and students ability to use relevant information to solve problems.

According to Aina (2004), school libraries are resource centres attached to pre-schools, basic schools and secondary schools. He continued by saying that school libraries supplement the teaching and learning of school children.

Dowuona (1968) points out that education is the whole complex of the social processes for acquiring knowledge, experience, skills formally or otherwise that is, the total apparatus for the development of the individual as well as society as a whole. Education in this context means more than passing a set test. It involves reading extensively as the advancement of mankind has been made possible in the way it is today because of communication provided by books. Libraries, therefore, have an essential and close bearing upon the advancement of education.

Hannesdottir (1995) sees the school library as a centre responsible for the organization and provision of information for the purpose of increasing pupils and students' knowledge, and the integration of information skills into the curriculum. Ray (1982) enumerates the functions of the school libraries firstly, as the central learning resource that supports the culture and curriculum of the School, while at the same time promoting an interest in lifelong learning; secondly, as an important and indispensable part of the teaching and learning in the school. Thirdly, the school libraries are seen as the core of information skills development in the School. Next, the school library fulfils its traditional role of providing opportunities for students to quench their thirst for reading and gaining knowledge. Finally, the school library also provides a vital place in the school for students to meet their recreational and leisure needs.

School library must therefore adopt a whole approach to teaching information skills, so that skills are not taught out of context, but are reinforced in the classroom and the library as the curriculum requires. The school library must also have adequate and sustain funding for staff, materials, technologies and facilities. (Library Association, 2000). McNew & Lankford (2001) examines school library resources, services and use on the basis of the school library programmes and pointed out the need for updating the standards and guideline so that library materials can better serve the information need of the communities.

According to Saiti & Saiti (2004), a school library collection should contain various materials and media which support the curriculum, teaching, professional and academic interest of the teaching staff and contributes as well to the lifelong learning of learners. They continued by saying that a library collection should include print and non print materials. In

view of this, there is the need for all libraries to have collection development policy.

Murray (2000) noted the need for responsible people to be put in charge of the library by saying that schools must have teacher librarians with good managerial and communication skills in order to deliver services successfully. Smith (2000) maintains that the school library should function as the physical and philosophical centre of the school. By integrating the use of the school library materials into the curriculum, teachers can improve the quality of the time that pupils and students spend in the library as well as enrich their own lesson units.

Ahwoi and Entsua-Mensah (2001) asserted that *"within the educational process, school libraries play an important role in ensuring that pupils and students in the pre-tertiary institutions are equipped with the requisite skills to access, evaluate and use of information. Unfortunately, the picture on the ground points to a fragmentary and uncoordinated development of this important facility in Ghanaian schools."*

Lance (2002) also noted that when school libraries have higher levels of professionals and total staffing, large collections of print and electronic resources and more funding, their users tend to perform better in tests and achieve higher scores. Thus, the central and fundamental role and function of the school library cannot be denied nor undermined, especially where teaching and learning is involved.

Due to the poor state of school libraries, Tawete (1995) advocates for combined school and public libraries in Africa, in which a public library supported by the public is located within a school compound, this according to him would ensure that such libraries are funded and managed by the public since members of the community would contribute to the maintenance of such a joint library.

### **Research Design**

The research design adopted was case study; this approach was used because it allows one to explore in depth an event, a problem and a process. Case study also remained popular in the area of institutional or organizational research.

### **Population and Sampling Technique**

The population for the study was all the one hundred and fifty-seven (157) teacher trainees on teaching practice and the twenty-eight (28) assessors (excluding the Principal and the Vice

Principal) of the Seventh-day Adventist College of Education.

**Ethical Consideration:**

The Principal of the college and all Head Teachers of the schools where teacher trainees had their teaching practice were written to for permission. In addition all the views given by the respondents were treated confidential.

**Sources of Data**

Data for the study was obtained from both primary and secondary sources. Primary data was obtained through the administration of the copies of the questionnaire. Secondary data was obtained from brochure, reports, quarterly and annual reports. For the search of literature, however, books, journals. Articles on school libraries were studied and synthesized.

**Data Collection Instrument**

The data collection instrument included structured questionnaire; these was based on the research questions. One hundred and eighty-five (185) questionnaires were distributed to the sampled population. Questionnaire was chosen because of its anonymity nature, it is also economical in terms of cost and also it enables respondents to provide frank and unambiguous answers

The questionnaire for the student trainees was made up of 87.5% close-ended and 12.5% open-ended questions. The questionnaire investigated the teacher trainee’s access to library materials, solicited information about where library materials were kept, and also dealt with the type of library materials in the schools.

In order to assess the performance of the teacher trainees based on usage of school library materials, assessors or tutors of the teacher

trainees were given different questionnaire. Structured questions for the assessors were also made up of 43.8% open-ended questions and 56.2% close- ended questions.

**Administration of Questionnaire**

The questionnaires for the students were administered by the researchers at the various practicing schools; fortunately, most of the tutors were assessing the trainees. The remaining assessors were contacted at premises of the college.

**Analysis and Presentation of the Data**

This section of the work covers the statistical analysis of the findings from the data collected, discussion of the findings and observations made from documents. Statistical data are presented as simple percentage tables.

**Availability of and Access to Libraries or Library Materials**

One hundred and thirty-six (136) teacher trainee respondents representing 81.2% of the total of 157 respondents indicated that their practicing schools have library materials or libraries. On the other hand, twenty one (21) or 12.8% did not respond to this question the reason being that they do not know whether their respective school had library or library materials.

Interestingly, when a question was asked as to whether teacher trainee respondents borrowed library materials, out of the total number of 136 respondents who answered this question, one hundred and twenty-six (126) representing 80.3% said that they did not borrow library materials. However, about six percent (6.4%) of them affirmed that they borrowed school library materials.

***Table 1: Factors which discourage the Teacher Trainees from borrowing school library materials***

<b>Discouraging factors</b>	<b>Frequency</b>	<b>Percentage</b>
Library materials were not relevant to the teaching and learning process.	85	54.1
Users were not allowed to borrow books and other library materials.	19	12.1
Do not know how to access the materials intellectually.	8	5.1
No response.	45	28.6
Total	157	100.0

**Source: Survey Data, 2013.**

Teacher trainee respondents of the Seventh-Day Adventist college of education were asked to point out what discouraged them from borrowing library materials. According to Table

1, the majority of them (85 or 54.1%) said that the library materials were not relevant to the teaching and learning process. Nineteen (19) or 12.1% of the teacher trainees also said that users

were not allowed to borrow books or non-book materials, while about five percent (5.1%) or eight (8) of them confessed that they did not know how to access the materials. Forty-five

(45) student teacher respondents did not answer this question. Those who refuse to point out why they did not use the library may be trainees who have no interest in using the library.

**Table 2: Usage of school libraries by the teacher trainee respondents per week**

Usage per Week	Frequency	Percentage
Once	94	59.9
Twice	6	3.8
Three times	1	0.6
Four times	2	1.3
Several times	10	6.4
Never	26	16.6
No response	18	11.5
Total	157	100.0

*Source: Survey Data, 2013.*

The researchers wanted to find out how often the respondents used the school library materials. Table 2 shows that 94 or 59.9% of the teacher trainee respondents used the school library materials once a week. Six (6) or about three percent (3.8%) also said that they used the library twice a week. Only one (1) respondent reported that he used the school library materials thrice in a week. Two or 1.3% of them used the materials four times in a week. Ten (10) or about six percent (6.4%) said that they used the library several times, while Twenty-six (26) or 16.6% of the respondents indicated that they never visited the school libraries or used the library materials of their practice school throughout the period they had their teaching practice. Eighteen or 11.5% of them did not respond to the question for a reason best known to them.

Teacher trainee respondents were asked to indicate whether there were other libraries in the communities of their practice schools. One hundred and twenty-three (123) or 78% of the teacher trainee respondents answered Yes, whilst 34 or 22% of them said that there were no libraries in the communities of their practice schools.

In a follow up question, teacher trainee respondents were asked to indicate whether they used the libraries in the localities of their practice schools. One hundred and five (105) or 66.9% answered in the affirmative, while 17 or 10.8% said No. Thirty-five (35) or 22.3% of them did not respond may be because they do not want to expose themselves even though it was clearly stated on the questionnaire that responses would be treated confidential.

**Table 3 : Factors which discouraged teacher trainee respondents from using community libraries.**

Response	Frequency	Percentage
Library materials were not suitable for the curriculum	7	4.5
Users were not allowed to borrow to use library materials	4	2.5
Do not know how to access or use library materials	2	1.3
Not interested in using library materials	4	2.5
Non response	140	89.2
Total	157	100.0

*Source: Survey Data, 2013*

The few community libraries visited by the researchers were not up to the standard required of a community library. They were also manned by untrained staff. Some of the books were not well shelved, and library users had to spend time retrieving library materials. Based on these problems, teacher trainees who said that they had never used the community libraries were asked to indicate what stopped them from using such libraries. Table 3 shows that, over four

percent (4.5%) or seven (7) of the teacher trainee respondents did not use the library materials in the community or public libraries because the library materials were not suitable for the curriculum. Four (4) or 2.5% of them also said that users were not allowed to borrow the library materials. Two (2) or 1.3% of them also said that they did not know how to access or use the library materials. However, four (4) or 2.5% said that they were not interested in using the

materials in the community libraries. One hundred and forty or 89.2% did not answer the question. Interaction with some of the respondents indicated that most of them do not know whether the community had a community library or not.

**Table 4: Reasons for using the libraries by the teacher trainee respondents**

<b>Reasons</b>	<b>Frequency</b>	<b>Percentage</b>
To enable me prepare my lesson notes	22	14.0
For recreational reading	23	14.6
To prepare toward an examination	5	3.2
To enable me prepare before going to teach		11.5
Like the environment of the library	5	3.2
To influence pupils to use the library	58	36.9
No response	26	16.6
Total	157	100.0

*Source: Survey Data, 2013*

Out of 131 respondents who answered the question on the reason why they used the library materials, fifty-eight (58) or 36.9% said that they used the library in order to influence pupils to use the library too; twenty-three (23) or 14.6% of the respondents indicated that they used the library when they wanted to do leisure reading. Twenty-two (22) or 14.0% of them also indicated that they used the library in order to enable them prepare their lesson notes well. Eighteen (18) or 11.5% of trainees felt that they used the libraries to enable them prepare fully before going to teach. Meanwhile, five (5) or just over three percent (3.2%) of them said they used the library when they were preparing for an examination.

The researchers had wanted to know from teacher trainee respondents whether library

usage could be integrated into the teaching and learning process. About seventy-eight percent (77.7%) of the respondents answered in the affirmative, while 10.8% answered in the negative. About eleven percent (11%) of the respondents deliberately did not answer this question.

On the question of whether pupils were allowed to borrow materials from the school libraries, one hundred and eighteen (118) or 75% of the respondents confirmed that pupils of their respective practice schools were not allowed to borrow library materials. On the other hand, twenty-two (22) or 14% of them claimed that their pupils were allowed to borrow library materials.

**Table 5: Usage of school libraries by the teacher trainee respondents per week**

<b>Usage per Week</b>	<b>Frequency</b>	<b>Percentage</b>
Once	94	59.9
Twice	6	3.8
Three times	1	0.6
Four times	2	1.3
Several times	10	6.4
Never	26	16.6
No response	18	11.5
Total	157	100.0

*Source: Survey Data, 2013*

Table 5 shows that 94 or 59.9% of the teacher trainee respondents used the school library once a week. Six (6) or about four percent (3.8%) also said that they used the library twice a week. Only one (1) respondent pointed out that he used the school library thrice in a week. Two or 1.3% of them used the library four times in a week. Ten (10) or about six percent (6.4%) said that

they used the library several times, while Twenty-six (26) or 16.6% of the respondents indicated that they never used the school library materials of their practice school throughout the period they did their teaching practice. Eighteen or 11.5% of them did not respond to the question.

Teacher trainee respondents were asked to indicate whether there were other libraries in the communities of their practice schools. One hundred and twenty-three (123) or 78% of the

teacher trainee respondents answered Yes, whilst 34 or 22% of them said that there were no libraries in the communities of their practice schools.

**Table 6: Rating of the impact of school libraries on the pupils who used the school libraries materials by the teacher trainees respondents**

Performance Rating	Frequency	Percentage
Negative	17	10.8
Slightly positive	41	26.1
Positive	76	48.4
Strongly positive	5	3.2
No response	18	11.5
Total	157	100.0

*Source: Survey Data, 2013*

Table 6 tells us how teacher trainees rated the impact of school libraries on the performance of pupils who used the school library materials. Seven-six (76) or 48.4% of the respondents rated the influence that libraries had on the performance of pupils as positive. Forty-one (41) or 26.1% stated that the impact was slightly positive. Seventeen (17) or 10.8% of the respondents rated the impact as negative, while five (5) or about three percent (3.2%) indicated that the impact that school libraries had on the

performance of pupils during examinations was strongly positive.

In the following question, the teacher trainee respondents were asked to indicate whether the classes they taught took part in any competition in or outside the practice school. Ninety-seven (97) or 63.0% of the respondents answered in the affirmative. However, 57 respondents representing 37% of the total respondents said No.

#### **Evaluation of the Teacher Trainee Respondents by the Assessor Respondents**

**Table 7: How assessor respondents identified a teacher trainee who used the school library materials**

Responses	Frequency	Percentage
Detailed lesson notes and good presentation of work	13	46.4
Listed more objectives	4	14.3
Demanded library materials during library periods	3	10.7
Sent the pupils to the library or gave pupils library books to be read during library periods		7.1
Visited the library.	2	7.1
No response	4	14.3
Total	28	100

*Source: Survey Data, 2013*

The researchers wanted to find out how the assessors could tell which teacher trainee used the school library materials. Table 7 shows that all the 28 assessor respondents agreed that there was a way to identify a teacher trainee who used the school library. Thirteen (13) or 46.4% of the assessor respondents stated that a teacher trainee with detailed lesson notes and a good presentation of lessons could be considered as one who used the school library. Four (4) or 14.3% of the assessor respondents also stated that a teacher trainee who used the library materials could have more and detailed

objectives in his or her lesson notes. Also four (4) of the respondents stated that a teacher trainee with the habit of using the school library materials also had the habit of demanding library materials during library periods. Again, two (2) of the respondents made it evidently clear that a teacher trainee who ensured that pupils were sent to the library when it was library time on the time table could be considered as someone who liked using the library. Four (4) or 14.3% of the respondents did not answer this question.

Assessor respondents were asked if the performance of a teacher trainee could be linked

to the existence and non- existence of the school library. A greater proportion of the assessor respondents (60.7%) answered in the affirmative, whilst 39.3% of the assessor respondents indicated that the performance of a teacher trainee has nothing to do with the availability or otherwise of a library.

Assessors were asked if the academically good teacher trainees they supervised used the school library. The responses show that 71.4% of them answered positively, while 25.0% answered negatively, but 3.6% of the respondents did not answer this question. It is unfortunate that some assessors decided to remain indifferent.

**Table 8: Frequency distribution of the performance of teacher trainees respondents in schools with libraries materials**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Excellent	1	3.6
Very good	1	3.6
Good	5	17.9
Satisfactory	15	53.6
Above average	2	7.1
Average	1	3.6
Not satisfactory	2	7.1
Poor	1	3.6
Total	28	100.0

**Source: Survey Data, 2013**

Table 8 shows that 15 or 53.6% of the assessor respondents were of the view that teacher trainees attached to schools with library materials performed satisfactorily in the teaching practice; five (5) or 17.9% of them also claimed that the performance of teacher trainees attached to schools with library materials was average. Another two (2) or about (7.1%) were also of the view that the performance of student teachers of school with library materials was not satisfactory. A respondent each rated the performance of teacher trainees of school with libraries as Excellent, Very Good, Average and Poor respectively.

Assessor respondents were to evaluate the teacher trainees individually, but this time around a group of teacher trainees of the same practicing school were to be evaluated. So, according to the responses, twenty-three (23) or 82% of the tutor respondents maintained that the performance of the trainees could be attributed to the availability of relevant library materials, but according to five (5) or 18% of the assessor respondents, the existence of a school library or library materials could not influence the performance of the teacher trainees

**Discussion of findings**

**Availability of School Libraries**

One of the objectives of the study was to find out if the schools where teacher trainees of the Seventh-Day Adventist College of Education did

their teaching practice had proper libraries or library materials. However, this study has shown that, out of the 24 schools to which teacher trainees did their teaching practice, three (3) of the schools had no proper libraries or library materials, while the remaining 21 schools had their “library materials” in offices, store rooms, libraries and boxes. This is contrary to the statement of Aina (2004) which pointed out that a library is made up of the building, collection and staff.

It was also found that, the school library materials were under the care of people like the Headmasters, Assistant Headmasters and teachers with other responsibilities. Ahwoi & Entsuaah- Mensah (2001) see this problem to be the inefficient nature of the Schools and Colleges section of the Ghana Library Board (now Ghana Library Authority) for not performing its functions, because all types of libraries should be handle by professionals or para-professionals. The researchers are of the opinion that this situation may hinder easy access to the library materials because the one in-charge of the library materials can deliberately frustrate others from using the materials since he or she would be held responsible for any book lost

**Materials Available in the Libraries**

It was also realized that the bulk of the materials were story books and textbooks at the expense of audio-visual materials. Again, it was found that



most of the library materials were irrelevant to the curriculum. As regards to the adequacy of the school library materials, the majority of the teacher trainee respondents indicated that the materials of the libraries were inadequate for the teaching. This problem may affect the teaching and learning process of the pupil as well as the reading habit of the children ( Mutala, 2004)

### **Usage of Library Materials by the Teacher Trainees and Its Problems**

The study also brought to light that all the teacher trainees knew of the availability of library materials some of which they consulted. It was seen that the majority of the teacher trainee respondents used the school library materials during library periods; on the other hand, because the majority of the school library materials were not in proper libraries, getting access to the materials was difficult and frustrating. That is why all libraries or library materials should be purposely managed by professionals or paraprofessionals ( Ahwoi & Entsuaah-Mensah 2001)

Since most of the library materials were inadequate and irrelevant, teacher trainees could not do much as far as the integration of the library into the teaching and process was concerned. This problem was also aggravated by the fact that the teacher trainees were not assessed on the basis of how they integrated library usage into the teaching practice programme. It was also realized that where library materials were available, the majority of the teacher trainees lacked knowledge of how to access library materials physically and intellectually, so they could not pass on the habit of library usage to pupils.

The study brought to light that a greater percentage of the basic schools in Koforidua and its environs do not have well organized libraries. This implies that proper libraries are required in all schools irrespective of the location, as noted by a Report of the President's Committee on Review of Education Reform in Ghana, October, 2002.

### **The Impact of School Libraries on Teacher Training Education in Ghana**

Agbenyega (1996) explains that teacher education in Ghana is gradually moving from the teaching institutes to the schools. He argues that this method of training teachers depends greatly on how books are made available to teacher trainees in their practicing schools because

information, to him, is a vital commodity basic to the acquisition of knowledge and that its absence is a serious indictment of education.

Agbenyega's assertion was buttressed by a document based on educational reforms in Ghana entitled "Meeting the Challenges of Education in 21<sup>st</sup> Century. The document points out that the fundamental requirement of all educational systems is adequate provision of relevant instructions and learning materials in school libraries, because they are the axis on which the whole structures of the academic activities revolve.

It was indicated by an overwhelming majority of the assessor respondents that the school library materials have a positive impact on the training of the teacher trainees. It could be observed from the data collected that the availability of a school library can serve as a good centre for more information to be tapped and that those who use the school library materials effectively would definitely feel its positive impact.

### **Recommendations**

It is important to recognize the critical role library materials play in the provision of information to support teaching. In view of this, the following recommendations are made for the improvement of school libraries in Ghana.

- i. The Teacher Education Division of the Ghana Education Service should ensure that information literacy programmes are organized in all colleges of education in Ghana so as to equip teacher trainees with the basic set of skills in identifying, locating, accessing, evaluating and using information.
- ii. Teacher trainees should also be trained in how the use of the school library can be integrated into the teaching and learning process. This can be done by providing a sample lesson plan that incorporates extensive use of the school library. This sample lesson plan could also be developed and shared among teacher trainees to demonstrate the contribution of the school library in enhancing the quality and effectiveness of lessons and other curriculum activities.
- iii. It is also recommended that in order to ensure a great impact of library materials on teacher training education, teacher trainees should be exposed to the central

role of the school library towards the school curriculum development. This may enhance the academic performance of the teacher trainees in their search for a variety of information to keep their pupils interested in their lessons.

- iv. The assessment of the teacher trainees on teaching practice should include how the teacher trainees integrate usage of library materials into the teaching and learning process. This would go a long way to open up a healthy competition among teacher trainees as far as library integration into the teaching activities is concerned.
- v. Government should enact a school library policy which will ensure that all basic schools in Ghana are provided with well built-resourced libraries. Such libraries should be managed by at least para-professional librarians, because they would be able to play a proactive role in promoting the use of the school library materials in teaching.
- vi. Parent Teacher Associations must be educated on the essential role of the School library. It is believed that this awareness will compel such associations to assist in resourcing school libraries.
- vii. It is also recommended that teachers be involved in evaluating and selecting of new materials for the library. Such a collaborative resource development and evaluation effort can help improve the quality and volume of library collections, services and facilities.
- viii. To ensure smooth operation of school libraries, it is recommended that "Friends of the School Libraries" should be formed in all primary and junior high schools in the country. These groups should have as members; Librarians (including retired librarians), teachers, and representatives from the media houses, as well as people who will use their time, their knowledge and their money to fight the cause of school libraries in particular and libraries in general.
- ix. It is recommended that the School and College Libraries Department of the Ghana Library Authority should be resourced to enable it supervise and coordinate library services in schools.

## **Conclusion**

The non-existence of proper libraries makes it difficult for the positive impact of the school libraries to be realized. Though the majority of the teacher trainee respondents indicated that they used the school library materials, it was found that the usage was not effective. Inadequacy of resources in the libraries also discouraged some of the teacher trainees from using the libraries.

It can also be concluded that, the teacher trainee respondents who had access to libraries materials had a positive impact on the development of the reading habit of the pupils because the pupils were in their formative years, a stage at which habits are developed. However, inaccessibility to library materials prevented some of the teacher trainees and the pupils from realizing the positive impact of the school libraries. In addition, the majority of the teacher trainees did not serve as good role models for pupils in the development of the habit of reading.

It is a fact that usage of the community, public and school libraries has positive impact on the academic pursuit of the teacher trainees and pupils. On the other hand, the study cannot affirm that the good or poor performance of the teacher trainees should be attributed to the availability or lack of library materials alone, since other factors can influence their performance either way

The researchers decided to use the Seventh-Day Adventist College of education because it is one of the best Colleges of Education in Ghana, but the problem had to do with the nature of the basic schools trainees had their teaching practice, so one of the limitations researchers think people will stress on is the fact these findings cannot be generalized, however, we want to state emphatically that one of the researchers was formerly an Assistant Director of Ghana Education Service so to some extent the problem of inadequate school libraries in Ghana is a fact that cannot be ignored.

Looking at the unsatisfactory nature of library materials in most basic schools in the country, the researchers believe that there is the need for the Government of Ghana to ensure the existence of functional libraries in all basic schools in the nationwide.

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