

**RELATIONSHIP BETWEEN SCHOOL MEDIA RESOURCES
CENTRE AND PHYSICAL FACILITIES ON THE ACADEMIC
DEVELOPMENT OF STUDENTS IN SECONDARY SCHOOLS IN
UMUAHIA EDUCATIONAL ZONE, ABIA STATE.**

Chinedu C. Egbuchu. Ph.D

Department of Library and Information Science

Imo State University, Owerri.

brochinedu@yahoo.com

ABSTRACT

This study examined the relationship between school media resources centre and physical facilities on the academic development of students in secondary schools in Umuahia educational zone, Abia State, Nigeria. The study was guided by two research questions and two hypotheses. The study adopted correlation design that involved simple linear method. The population of the study comprised all the secondary school students in Umuahia educational zone, Abia State out of which three thousand eight hundred and ninety-eight (3898) senior secondary schools were studied. An accidental (convenience) and proportionate sampling techniques were adopted to select five secondary schools and determine a sample of three hundred and fifty-four students used for the study. A research instrument captioned: Use of Media Resources and Academic Development Rating Scale UMRADRS) was used to obtain data for the study. Data obtained for the study were analyzed using coefficient of determination (r^2) and Pearson (r) to answer research questions, while hypotheses were tested using t-test of significance of correlation. The findings of the study were that; there is a moderate positive and significant relationship between the use of school media resources and academic development of students in secondary schools in Umuahia education zone, Abia State and there is a high positive and significant relationship between the use of physical facilities and academic development of students in secondary schools in Umuahia education zone, Abia State. Based on these findings, the study recommended that given the importance of school media resources to students' academic development in secondary schools, the management should encourage the acquisition of school media resources utilization skills among students to enable them utilize effectively all the online resources that are germane to their academic progress and since it was established that the use of physical facilities correlated with students' academic development in secondary schools, therefore, the management should, as a matter of necessity, provide the required facilities that could motivate students to read in the library.

Keywords: School Media Resources Centre, Physical Facilities, Academic Development, Secondary Schools

Introduction

To acquire a quality education, individuals need access to information resources that expand their knowledge, deepen their understanding, and enhance their academic performance by drawing on scholarly works in their fields of study. These resources are not solely the students' responsibility to obtain, particularly when they are enrolled in school; it is also the school's duty to provide these educational materials. This highlights the importance of having libraries and information centers in schools to facilitate teaching, learning, and research. The School Media Centre or library is a vital component of the school's educational framework, serving as a central hub for academic activities. In secondary schools, the presence of School Media Centres is indispensable (Adepoju& Joseph, 2016).

School media centers which are sometimes called school libraries are libraries established in primary and secondary schools to support the curriculum of the schools. Anyanwu (2016) defined school media centers as resource centers found in primary, secondary and teacher training colleges for the purpose of acquiring, organizing, storing and disseminating information materials for the use of teachers and students. They assist in the foundation of quality education. Without these centers or libraries, achieving academic success may be difficult. Beyond supporting academic excellence, school media centers are also crucial for the social, economic, literacy, and cultural advancement of a nation. Known by various names—media resource center, school media center, or school library media center—the head of these centers may be referred to as a school library media specialist, school librarian, or learning resource center manager (Adepoju& Joseph, 2016).

A school media center is both a physical and digital space designed to foster reading, research, inquiry, critical thinking, creativity, and imagination, which are essential for students' transformation of information into knowledge. It encompasses all the books and other resource materials available in a school. According to Waite (2009), it consists of a diverse collection of learning and teaching materials, systematically organized and managed by staff to serve the needs of students and educators. These resources go beyond just books or periodicals; they include non-print materials like films, slides, and tapes. Resources can be categorized into two main types: material resources, which include books, journals, CDs, microfilms, microfiches, and dissertation abstracts, and human resources, such as librarians and support staff (Sam-Kalagbor, 2021). A standard school media resource center should have plethora of materials such as journals, newspapers, magazines, textbooks, diagrams, maps and pictures (visual), while television set, radio, toys and multimedia materials (Non print). They also house electronic resources.

Electronic resources are also sources of information being utilized by teenagers (students) in many school media centers today. They can be simply defined as resources that include documents in electronic or e-format that can be accessed via Internet. They are available in various forms like e-books, digital libraries, online journal, magazine, e-learning tutors, on line

test e-journals, e-discussions, e-news, data archives and e-mail on line chatting and deliver a collection of data, be it text, image collection, other multimedia products like numerical, graphical mode. *Online Dictionary of Library and Information Science* (2014) defines electronic information as material consisting of data and/or computer programme(s) encoded for reading and manipulation by a computer, by use of a peripheral device directly connected to the computer such as a CD-Rom drive or remotely via network such as the internet. The category includes software applications, electronic texts, bibliographic databases, institutional repositories, web sites, e-books, collections of e-journals, etc. Electronic resources are easily accessible in the remote areas and solve storage problems and control the flood of information (Munira&Bushra, 2010). This has increased the global dissemination of information. Electronic resources such as e-books, full-text e-journals and online bibliographic databases must be subscribed by school media center/libraries to meet ever-increasing demands from users for remote access to information (Alan, Armstrong, Vicki, Victoria, & Edward, 2017). However, physical facilities are paramount in media resource centers.

Physical facilities are also fundamental for any educational institution (including secondary school) and it is directly connected with school effectiveness as well as academic development. Obviously, physical facilities in the school motivate students to learn. Adequate attention is currently on physical facilities in Nigeria educational system and it has been repeatedly found to have positive relationship with standard and quality of educational system. (Akomolafe&Adesua, 2016; Sanusi, 2018). Olanrewaju (2016) noted that the importance of physical facilities cannot be relegated. Physical facilities in school media centers like shelves, newspaper/magazine racks, suggestion boxes, catalogue card cabinet, reading tables (carrels) and chairs, display stands, computers, among others are to be available in all schools to facilitate teaching and learning. According to Edem (2020), the physical facilities in school media centers/libraries should consist of tables, chairs, staff desks, catalogue cabinets and periodical stands. The National Policy on Education (2014) recognizes the importance of school reading facility/equipment and therefore states that equipment shall also be provided for effective school reading facility service. Such equipment like catalogue cabinet and bookshelves, and book support, book trolley, tables and chairs are very important in the effective operation of the school library.

It is the responsibility of school librarians to ensure that school libraries' objective are achieved and one of the ways is to inculcate reading skills and positive attitude towards the use of school libraries resources and services. This approach could foster students' interest in learning and to an extent, bring about national growth and development. In addition, inoculating reading skills and the use of school library/media resources will change the students' moral, physical, emotional and intellectual capacity(Aju, Tofi & Tyopev, 2020) According to Ejikeme (2018), Usoro and Usanga (2017), school libraries have specific objectives in schools which include: encouraging students to participate effectively in school programmes in order to meet the needs of the students, teachers, parents and other members of the community; assisting students to acquire reading habits; providing students with library materials and services which will be

helpful in their growth and development as individuals, breaking down the rigid divisions which the school timetable often create in different subjects.

Statement of the Problem

Secondary education serves as the foundation for higher learning in tertiary institutions and plays a vital role in national development by fostering the growth and potential of individuals for further education, societal advancement, and the provision of equal educational opportunities for all Nigerian children, regardless of any real or perceived disabilities. School media centers are essential to the development of secondary education, functioning as resource hubs that acquire and organize both print and non-print materials tailored to the needs of students. These centers also serve as learning laboratories, supporting teaching efforts and encouraging students to explore and learn independently.

However, the goal of secondary education is being undermined by students' poor academic performance, which may be attributed to inadequate resources and poor study habits, often due to the lack of use of school media or library resources. Olajo (2020) suggests that poor performance in tests and exams is largely a result of ineffective study habits and, in some cases, a lack of available library resources. This situation may leave school leavers ill-prepared to tackle future academic challenges. It also raises concerns that many secondary schools in Nigeria, particularly in Abia State, may be operating without functional media centers capable of providing an effective learning environment. If this is true, how can school media centers fulfill their role in helping students develop strong reading habits and effectively use available resources to enhance their academic progress? Can the provision of adequate media resources in secondary schools address these challenges? Therefore, this study seeks to examine the influence of the use school media resources and physical facilities on the academic development of students in secondary schools in Umuahia educational zone, Abia State, Nigeria.

Purpose of the Study

Generally, the study ascertained the relationship between school media resources and physical facilities on the academic development of students in secondary schools in Umuahia educational zone, Abia State, Nigeria. Specifically, study objectives sought to:

1. establish the relationship between the use of school media resources and academic development of students in secondary schools in Umuahia education zone, Abia State.
2. determine the relationship between the use of physical facilities and academic development of students in secondary schools in Umuahia education zone, Abia State.

Research Questions

This study was guided by the following research questions:

1. What is the relationship between the use of school media resources and academic development of students in secondary schools in Umuahia education zone, Abia State?

2. What is the relationship between the use of physical facilities and academic development of students in secondary schools in Umuahia education zone, Abia State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

- Ho₁: The relationship between the use of school media resources and academic development of students in secondary schools in Umuahia education zone, Abia State is not significant.
- Ho₂: The relationship between the use of physical facilities and academic development of students in secondary schools in Umuahia education zone, Abia State is not significant.

LITERATURE REVIEW

School Media Resource Centre

The concepts 'school media' and school library have been variously used in literature by authors to have the same meaning. However, there is a slight difference in terms of their collections. According to the International Federation of Library Associations (IFLA) (2015) the school library which is also known as School Media Resource Centre (SMRC) is an essential component of schools for teaching and learning. According to Reitz as cited in Mutungi (2012) a school library is a library in public or private elementary or secondary school that serves to provide information needs of its students and the curriculum needs of its teachers and staff. The library is usually managed by a school or teacher librarian. The school library equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens. Also Herring as cited in Mutungi (2012) defined school library as all types of library or collection of materials in schools whether staffing of any kind is provided or not. Edoka as cited in Nyemezu (2011) states that school libraries refer to those libraries in primary and secondary schools which select, acquire, conserve, retrieve and disseminate information to both teachers and students for the broad goals, aims and objectives of the school as well as that of education itself. School library is usually a collection of books and other resource materials organized and placed in a silent environment in the school for use by teachers and students. Onanuya and Okeh as cited in Adesoji (2018) state that library collections are maintained with the funds provided by the school through gifts received from the Ministry of Education, information service, philanthropic organization and Parent Teachers Association (P.T.A.).

The school media on the other hand is described as a physical and digital learning space where reading, inquiry, research, thinking, imagination, and creativity are central to students' information-to-knowledge journey. The existence of school media resource centre is to provide quality materials and resources to school communities. Indirectly, it is also an added value to modern civilization in terms of contributing to the personal life, social, and cultural growth of students, especially in this era of digital age (Shuhidan, Majid, Shuhidan, Anwar & Hakim, 2020). The school media centre is synonymously used in various literature to mean learning resources centre, instructional materials centre, library media centre, etc. The instructional materials or media centre concept derives from the desire to place appropriate instructional aids in the right hand at the right time. This concept of service is implemented best through

centralization of all instructional materials and equipment, thus forming a united programme as stressed by the American Association of School Librarians and Association for Educational Communications and Technology in 1975 (Poston, 2019).

The term “electronic resources” refers to information resources that can be accessed through the Internet-connected devices. Electronic journals, electronic books, online databases, locally loaded databases, websites, CD-ROM, electronic text, e-news, e-images, and electronic music are all examples of DR. DR has been hailed as one of the most essential sources of information for students (Ternenge & Kashimana, 2019), as it offers them current and relevant information on a variety of topics. Electronic resources are handier than print resources because it enables access to materials that might otherwise be denied to consumers owing to geographic location, economics, or other constraints (Anunobi & Okoye, 2018). Electronic resources provide students with new opportunities that earlier generations did not have. Electronic resources can be used to encourage students to learn actively and independently while also collaborating with others. According to Adeniran (2013), Electronic resources have the potential to enhance students’ academic development by providing them with appropriate and up-to-date information items.

The emergence and utilization of electronic information resources is the most recent transformation and development affecting scholarly communication in academic community. Consequently, the academic community has experienced tremendous changes during these years, assuming new dimensions influenced by technology driven applications, with libraries having witnessed a great metamorphosis in recent years both in their services and structures (Ani & Ahiauzu, 2018). These dramatic changes include the way in which information is been provided, assessed and utilized by users. Armstrong (2021), opines that the pace at which information resources are being produced and converted into an electronic form for maximum utilization by students in most secondary is greater now than in previous years, and also acknowledged that secondary school education is changing rapidly with the advent of utilization of electronic information resources. Shuling (2017) is of the view that electronic information has gradually become a major resource in every school library in recent years. The growth and diversity of electronic resources, especially e-journals, has led many to predict the extinction of the printed journal.

There has been a rapid growth in electronic information resources, and libraries of all types including school media centres/libraries, have been spending huge amount of money on subscriptions to access various online databases for the utilization by their clientele. Electronic information resources provide many advantages over traditional print- based resources (Tyner 2014). Blandy (2016) also asserts that in order to utilize the growing range of electronic information resources students including those secondary schools must acquire and practice the skills necessary to exploit them. It is well believed that attitude towards a particular phenomenon can enhance or mar human approach to such phenomenon.

Some studies on the use of electronic information and students’ academic development reveal that the academic community has accepted that electronic information sources have an impact on their work, (Day & Bartle, 2018). So, there is a relationship between electronic information sources and academic work. Conducting a research on 600 students, Rozel and Gardner (2020) suggested that use of electronic resources has a direct and meaningful effect on students’ academic progress. Letchumanan and Tarmizi (2011) studied the rate of use of electronic books

among students of mathematics in one of the Malaysian secondary schools and concluded that most of the respondents have similar reading habits. Factors such as easy access, reduction of physical reference to library and variety of learning methods have caused students to tend to use electronic books.

In a research by Thanuskodi (2012), the majority of users are aware of the availability of e-resources. The result reveals that 47.78 % of respondents wanted to access only electronic version whereas only 32.78% users wanted to read the printed journals but 19.44% respondents wanted to use both electronic and printed version. The majority of the respondents 76.66% used e-resources for writing papers. The analysis reveals that many of the respondents searched e-resources through linking facility available on the school library website. Moreover, many of the respondents are unaware and have not used OPAC, On-line thesis/dissertations, abstracts/indexes, on-line databases, which are very relevant for their study and research.

More recently, Hwang, Kim and Kim (2014) examined the usage patterns and perceptions toward e-books in school libraries in South Korea. They uncovered the role of the library to be very important, as most users/students learn about and access e-book through the websites of school libraries, not through search engines as Google. Using a web-based survey, Wilson, Ambra and Drunnon (2014) explored the extent to which e-books meet the needs of secondary school students of New South Wales in the performance of their academic tasks, and the results indicated that e-book usage by students was relatively low.

Physical Facilities and Students' Academic Development

Physical facilities in school media centers refer to library buildings, shelves, tables, chairs, staff desks, catalogue cabinets and periodical stands. The National Policy on Education recognizes the importance of school reading facility equipment and therefore states that equipment shall also be provided for effective school reading facility service. Such equipment like catalogue cabinet and bookshelves, and book support, book trolley, tables and chairs are very important in the effective operation of the school library. All these facilities and other infrastructures motivate students towards learning. Physical facilities are germane to effective learning and academic performance of students. In support of this, Hallak (2020) identified facilities as the main factors contributing to academic achievement in the school system. They include reading tables, chairs, catalogue cabinets and book/periodical stands and recreational equipment among others. Hallak claimed that the quality, appropriateness and adequacy of these items contribute to performance in the school system.

The development and maintenance of physical facilities in educational institutions by communities, parents, and sponsors should continue to be encouraged. This is because lack of such facilities interferes with learning process (Republic of Kenya, 2018). According to Fawcett (2013), school library facilities in secondary schools must be accessible for all members of the community. According to Akala (2016), it is an example that children plan how to read with the purpose to overcome the challenges of lacking skills related to new knowledge in globalization and technological era in the world. Andy (2016) evidenced that library facilities are linked with life-long reading and learning. The author argued that school library facilities are very important for students to enhance their reading skills and accomplish the high level of academic performance. Farmer (2016) investigated the role of the physical library in secondary school in

line with student's achievement. He found that out about half of the school he visited had library and only very few of these library were well equipped to facilitate teaching learning of the subject.

Professional librarians cooperate with teacher in encouraging children to use library facilities and to access other equipment in the classroom. Libraries offer school chance to students to be motivated for studies and achieve academic performance (Singh, 2021). Professional librarians afford necessities to support students and learning and essential knowledge in order to attain academic development (Suskie, 2019). Agyekummr and Gilson (2014) evidenced that most students in Ghana use library facilities and services for supplementing notes, homework and help them in national examination preparation. Apart from materials that convey information, other facilities which can be referred to as equipment and furniture are needed in the library to aid the school reading facility staff and users in the library. According to Edem (2020), the furniture should consist of tables, chairs, staff desks, catalogue cabinets and periodical stands.

The physical conditions of the school library are indices that influence students' academic development. According to Oyedum and Nwalo (2011), physical facilities of the library are likely variables that influence the use of library resources. The authors are of the view that school libraries should carry out periodic environmental survey to ensure there is adequate circulation of good air, adequate lighting system and noise control mechanism in the library. The International Federation of Library Association (IFLA) postulates the minimum standards of facilities that a library should provide. These include adequate reading tables and chair to accommodate the users, book shelves, library space, fans, lighting, ventilation, flooring, restaurant, location of the exit point, notice board/bulletin, photocopy facilities, car parking space, computers, carrels, periodical racks, circulation desks and other facilities that would ensure user comfort (IFLA, 2021). Chiemeké (2017) observed that facilities like electronic media such as radio, television, computers, among others help to enhance students' academic development when adequately utilized. The availability of all these facilities are not useful for the users alone, it is most useful to the teacher librarians or media specialists to facilitate their process of getting information readily available to be consulted by the users/students (teenagers).

For school libraries to deliver effective and efficient library and information services so as to promote students' reading culture, the physical facilities must be in perfect condition. The study by Akobundu (2018) has revealed that information resources are not easily accessible to the users. This according to the author was as a result of library facilities basically on poor condition such as indexing and cataloguing tools, inefficient loaning and discharge system, poor and disarray shelving arrangement, and lack of adequate guides to library books arrangements, as well as administrative and physical barriers. It was also observed that the library lacks the adequate retrieval tools to access information from electronic sources. Iwhiwhu and Okorodudu (2016) conducted a study on public library Information resources, facilities, and services and user satisfaction with the Edo State Central Library, Benin- City, Nigeria. It was discovered that library facilities which include ICT facilities such as internet, computers, photocopiers, fans and air conditioners in the Edo state central library are not enough to enhance users' satisfaction. Oriogu and Francis (2014) emphasized that the extent at which Universal Power Supply (UPS), Compound Disc-Read Only Memory (CD-ROM), and projector are used is observed to be generally poor in school libraries in Nigeria. Therefore, it was suggested that school

libraries/media centers should make adequate provision of scanners, and projectors in order to increase its effective use by students. Chobelueh (2016) confirmed that despite several fiscal intervention programmes announced by various state governments to boost school libraries, the impact is yet to be felt as all facilities required to enhance students' academic development appear to be in short supply in these libraries.

Methodology

The research design utilized in this study was linear correlation design. A correlation research design is used to establish the extent of relationship between two or more variables. The population of the study is 3898 (three thousand eight hundred and ninety-eight). This consisted of five senior secondary schools in Umuahia education zone, Abia State. They are: Federal Government Girls College, Umuahia, Holy Ghost Technical school, Umuahia, Community High School, Amakama, Secondary Technical School, Umunwanwa, Umuahia and Community Secondary School, Nsirimo, Umuahia with the population of 1146, 743, 847, 642 and 520 respectively. The sample of the study was three hundred and fifty-four (354) senior secondary school students. This is drawn from the study using Taro Yamane's (1969) statistical formula. This statistical formula was adopted because the population is finite. An accidental (convenience) sampling technique was employed to select five secondary schools used for the study. The proportionate sampling technique was used to determine the sample size for each of the schools studied which are as follows: Federal Government Girls College, Umuahia, 104; Holy Ghost Technical school, Umuahia, 67; Community High School, Amakama, 77; Secondary Technical School, Umunwanwa, Umuahia, 58 and Community Secondary School, Nsirimo, Umuahia, 47. The instrument used for data collection in this study is a four-point rating scale. Research questions were answered using coefficient of determination (r^2) and Pearson "r". These statistics helped to establish the linear relationship between the variables of this study while the hypotheses were tested using t-test of significance of correlation.

Results and Discussion

RQ1: What is the relationship between the use of school media resources and academic development of students in secondary schools in Umuahia education zone, Abia State?

Table 1: Summaries of simple linear correlation (Pearson r) used to estimate the magnitude and direction of relationship between use of school media resources (X) and academic development (Y) of students in secondary schools in Umuahia education zone, Abia State

V	N	Σ	r	MR	DR	Remarks
X	351	6391	0.54	Moderate	Positive	Moderate
Y	351	11593				Positive Relationship

Size (n), Summation (Σ), Pearson r (r), Magnitude of Relationship (MR), Direction of Relationship (DR) and Remarks

Table 1 shows the summaries for the coefficient of relationship between the use of school media resources and academic development of students in secondary schools in Umuahia education zone, Abia State. The result shows that the obtained coefficient of 0.54 indicates that a moderate magnitude of relationship exists between the use of school media resources and academic

development of students in secondary schools. This coefficient also indicates that the direction of the relationship is positive. The positive nature indicates that an increase in one variable is moderately likely to also yield the same measure of increase in the other variable. The answer to the above question is that there is a moderate positive relationship between the use of school media resources and academic development of students in secondary schools in Umuahia education zone, Abia State.

Hypothesis 1

Ho₁: There is no significant coefficient of relationship between the use of school media resources and academic development of students in secondary schools in Umuahia education zone, Abia State.

Table 2: Summaries of t-test of simple linear correlation statistics for testing the coefficient of relationship between the use of school media resources and academic development of students in secondary schools in Umuahia education zone, Abia State

V	N	Σ	R	α	Df	t _{cal}	t _{tab}	Decision
X	351	6391	0.54	0.05	349	8.324	1.96	Reject Ho ₃
Y	351	11593						

Sample Size (n), Summation (Σ), Coefficient of Relationship (r), Alpha Level (α), Degree of Freedom (df) and t-test of Significance of Simple Linear Correlation between two Variables

Table 2 shows the test of the significance of the coefficient of relationship between the use of school media resources and academic development of students in secondary schools in Umuahia education zone, Abia State. The result indicates the degree of freedom as 349, t-calculated value as 8.324 and t-tabulated value as 1.96. This shows that the t-calculated value is greater than the t-tabulated value. The researcher rejected the null hypothesis; therefore concluding that the coefficient of relationship between the use of school media resources and academic development of students in secondary schools in Umuahia education zone, Abia State is significant.

The table showed that there is a moderate positive and significant relationship between the use of school media resources and academic development of students in secondary schools in Umuahia education zone, Abia State. The positive sign shows that an increase in one variable could lead to the same measure of increase in the other variable, showing a corresponding relationship between the two variables (use of school media resources and academic development). This finding has shown that the use of school media resources such as electronic journals and books, online databases, locally loaded databases, websites, CD-ROM, electronic text and e-images by students in secondary school would have a direct and meaningful impact on their academic progress.

The above finding corroborates with Adeniran (2013) observation that school media resources have the potential to enhance students' academic development by providing them with appropriate and up-to-date information items. In a related manner, Day and Bartle (2018) in their

studies on the use of school media resources and students' academic development revealed that the academic community has accepted that school media resource sources have an impact on their work. The related nature of the above finding could be linked to the use of similar statistics for data analysis.

Research Question 2

RQ2: What is the relationship between the use of physical facilities and academic development of students in secondary schools in Umuahia education zone, Abia State?

Table 3: Summaries of simple linear correlation (Pearson r) used to estimate the magnitude and direction of relationship between use of physical facilities (X) and academic development (Y) of students in secondary schools in Umuahia education zone, Abia State

V	n	Σ	r	MR	DR	Remarks
X	351	5339	0.78	High	Positive	High
Y	351	11593				Positive Relationship

Size (n), Summation (Σ), Pearson r (r), Magnitude of Relationship (MR), Direction of Relationship (DR) and Remarks

Table 3 shows the summaries for the coefficient of relationship between the use of physical facilities and academic development of students in secondary schools in Umuahia education zone, Abia State. The result shows that the obtained coefficient of 0.78 indicates that a high magnitude of relationship exists between the use of physical facilities and academic development of students in the secondary schools. This coefficient also indicates that the direction of the relationship is positive. The positive nature indicates that an increase in one variable is highly likely to also yield the same measure of increase in the other variable. The answer to the above question is that there is a high positive relationship between the use of physical facilities and academic development of students in secondary schools in Umuahia education zone, Abia State.

Hypothesis 2

H₀₂: The relationship between the use of physical facilities and academic development of students in secondary schools in Umuahia education zone, Abia State is not significant.

Table 4: Summaries of t-test of simple linear correlation statistics for testing the coefficient of relationship between the use of physical facilities and academic development of students in secondary schools in Umuahia education zone, Abia State

V	N	Σ	R	α	Df	t _{cal}	t _{tab}	Decision
X	351	5339	0.78	0.05	349	16.016	1.96	Reject H ₀₄
Y	351	11393						

Sample Size (n), Summation (Σ), Coefficient of Relationship (r), Alpha Level (α), Degree of Freedom (df) and t-test of Significance of Simple Linear Correlation between two Variables

Table 4 shows the test of the significance of the coefficient of relationship between the use of physical facilities and academic development of students in secondary schools in Umuahia education zone, Abia State. The result indicates the degree of freedom as 349, t-calculated value as 16.016 and t-tabulated value as 1.96. This shows that the t-calculated value is greater than the t-tabulated value. The researcher rejected the null hypothesis and concluded that the coefficient of relationship between the use of physical facilities and academic development of students in secondary schools in Umuahia education zone, Abia State is significant.

It was also found that there is a high positive and significant relationship between the use of physical facilities and academic development of students in secondary schools in Umuahia education zone, Abia State. The positive sign indicates that an increase in one variable could lead to the similar measure of increase in the other variable, implying a corresponding relationship between the two variables (use of physical facilities and academic development). This finding is true because availability of physical facilities such as catalogue cabinets, book shelves, periodical stands, etc. are useful to students, and could motivate them to read in the library because they facilitate the process of getting information which are consulted for their academic development.

This finding agrees with the statement made by Andy (2016) that library facilities are linked with life-long reading and learning. The author argued that school library facilities are very important for students to enhance their reading skills and accomplish the high level of academic performance. The above result is related with Chiemeké (2017) finding that facilities like catalogue cabinet, periodical stands, photocopiers, fans and air conditioners among others help to enhance students' academic development when adequately utilized.

Summary of Findings

The summaries of findings in this study were that:

1. There is a moderate positive and significant relationship between the use of school media resources and academic development of students in secondary schools in Umuahia education zone, Abia State and
2. There is a high positive and significant relationship between the use of physical facilities and academic development of students in secondary schools in Umuahia education zone, Abia State.

Conclusion

This study ascertained the influence of the use of school media resources and physical facilities on the academic development of students in secondary schools in Umuahia educational zone, Abia State. The study presented a background that called for the importance of the study with two research questions and two hypotheses. It was discovered that there is a moderate positive

and significant relationship between the use of school media resources and academic development of students in secondary schools in Umuahia education zone, Abia State and there is a high positive and significant relationship between the use of physical facilities and academic development of students in secondary schools in Umuahia education zone, Abia State.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Given the importance of school media resources to students' academic development in secondary schools, the management should encourage the acquisition of school media resources utilization skills among students to enable them utilize effectively all the online resources that are germane to their academic progress.
2. Since it was established that the use of physical facilities correlated with students' academic development in secondary schools, therefore, the management should, as a matter of necessity, provide the required facilities that could motivate students to read in the library.

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