Full Length Research Article

PERCEPTION OF TEACHERS IN THE USE OF LIBRARY RESOURCES IN THE PROMOTION OF PEACE EDUCATION IN SECONDARY SCHOOLS IN NSUKKA EDUCATION ZONE

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ABSTRACT

The study is aimed at determining the perception of teachers in the use of information resources in libraries for the promotion of peace education in secondary schools in Nsukka education zone. Four research questions were formulated to guide the study. The descriptive survey design was used. The population of the study included all the teachers involved directly in the teaching of peace education in senior secondary schools in Nsukka education zone which came to 208 teachers. No sampling was used. The instrument for data collection was mainly through the use of questionnaire titled Information Resources in Libraries Questionnaire (IRLQ). Three experts validated the instrument for appropriateness. The reliability coefficient was determined using Cronbach Alpha with a reliability coefficient of 0.92. Data collected personally by the researchers was analysed using mean scores and standard deviation. The findings of the study indicate among others that teachers perceive information resources as useful tools that could promote peace education. Based on the findings, recommendations were made.

INTRODUCTION

Peace education can be seen as an educational response to the problem of human violence. As such peace education is important in view of the level of violence that emerges in the world today especially in homes. This therefore may justify why some countries have gone ahead and integrated peace education concepts such as attitudes, values and behavioural skills into their curriculum. However, Hague Appeal for Peace (2004) noted that peace education is a participatory holistic process that includes teaching for and about democracy and human rights, non violence, social and economic justice, environmental sustainability, human security among others. Peace education is also seen as capable of equipping individuals with skills, attitudes, knowledge needed to build, maintain and restore relations at all levels of interaction. On his own part, mayor (2011) strongly holds that peace education focuses and actualizes on the protection of children's minds from being imbued by violence in the society. From these conceptions, it is evident that information resources can be effectively used in the promotion of peace

education in secondary schools especially as library resources. Library resources can be defined as information bearing documents that are acquired, organized, stored, preserved and disseminated through the library institution (Nwachukwu, 2010). As such any material that has the potential of presenting information, knowledge is regarded as library resources or information resources. Information basically can be seen as a tool (a veritable and effective tool) that is essential for effective education. This view is justified when one understands the concept and nature of information. According to Ojedokun (2007), information is defined as statements of facts, figures, ideas and creative works of human intellect which are logically or by way of reasoning interrelated and have been communicated, recorded, and or distributed. On his own part, Ogundana (2000) sees information as the communication of new knowledge, a fact or facts, told or communicated knowledge obtained by search or study. Information is vital in every human endaevour as information are those facts or details that inform one about the situation of things. They are also regarded as those facts or statements received by human that have some form of worth to the recipient. More importantly, for individuals to interact or play respective roles in the society and live meaningfully in the society, information must come to play.

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From the forgoing therefore, one can summarise that information is knowledge, data which could be oral or written and has the capacity of greatly influencing human behavioural patterns. As such, for effective peace education programmes, information and resources that bears information must be seen or perceived by teachers and students to be of utmost importance. It will also be added that in the myriad of potentials of information especially in education programmes, Uche (1999) has enumerated the following as the potentials of information to the user:

- Take decisions that are responsive to societal needs and development
- Enable the users relate properly with their counterparts (within) and other countries on specific issues.
- Contribute their quota to global development alongside other nations of the world.
- Keep abreast with the current happenings in the world which invariably give the political actors the opportunity to forge ahead in their development endeavour.
- Provides policy makers with specific information to formulate key policies for national development.

From the forgoing discussion, information can be seen as a major instrument for general education, recreation and entertainment, without which humans are seen as equal to animals. It therefore becomes imperative to find ways to acquiring, organizing, storing, preserving and disseminating information. This role is basically the focus of libraries and facilitated by library services and resources. Library resources and services provide information on different sectors of human endavour and on different issue. By this, library can serve as veritable instrument that could greatly enhance education generally especially education that is basically or essentially affective domain such as peace education. It is pertinent to state here that for effective peace education programmes, it is expected that teachers and students alike should be in a position to appreciate; have skills and potentials and the right attitude to effectively utilize these resources and services in the library set up to achieve set objectives and goals. Research have shown that affective domain in education is greatly enhanced by the provision of resources which gives the students the personalized treatment and opportunity to use those resources privately and personally (Nwachukwu, 2012). Unfortunately, complains abound on wither peace programmes in Nigeria. This question arises as a result of the ugly trends, practices, socio-economic and political turmoil prevailing in the country today. It becomes imperative to ask the question in view of this ugly scenario, the attitude, competences and knowledge base of teachers on the functionality of utilizing information resources for effective peace education in Nigeria. Hence the study.

Research Question

The following research questions guided the study:

1. What is the perception of teachers on the relevance of information resources in the promotion of peace education?
2. What is the perception of teachers on the accessibility of information resources in the promotion of peace education?

3. What are the problems associated with teachers' perception on the use of information resources in promoting peace education?
4. What are the strategies for enhancing teachers' perception on the use of information resources in the promotion of peace education?

Methods

Design of the Study

The study was descriptive survey design. Descriptive survey was used because the study looked at the existing phenomenon.

Population of the Study

The population of the study is 208 teachers that teach Government subject, social studies and civic education in Nsukka education zone (Post Primary Schools Management Board Nsukka, PPSMB). There are 87 teachers of Government, 108 teachers of social studies and 13 teachers of civic education respectively.

Sampling and Sampling technique

No sampling was carried out because the population is accessible and manageable.

Instrument for Data Collection

The questionnaire titled Information Resources in Libraries Questionnaire (IRLQ) was used for the study. The questionnaire was divided into sections A and B. section A was designed to gather personal information about the teachers. Section B of the questionnaire was divided into clusters 1,2,3,4 so as to provide answers to the research questions. The questionnaire was rated on a 4 point rating scale of 4,3,2,1. Research questions were rated using strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD).

Validation of the Instrument

The instrument was face validated by three research experts from the University of Nigeria, Nsukka.

Reliability of the Instrument

The questionnaire after validation was subjected to trial testing. Twenty teachers who were not part of the actual study were used for the study. Data gathered were analysed using Cronbach alpha coefficient to determine the internal consistency. The result of the analysis obtained showed that each of the clusters in section B yielded 0.86, 0.93, 0.77 and 0.75 reliability on Cronbach Alpha scale respectively. The overall reliability is 0.94.

Method of Data Analysis

The data collected was analyzed in relation to research questions. As such, the data were analysed using Mean scores (x̄) and Standard Deviation (SD).

Table 1. Mean ratings of teachers on the relevance of information resources in the promotion of peace education

S/N	Items	SA	A	D	SD	X	Decision
1	Library information materials of exceptional quality for optimum actualization of peace education objectives are provided.	27	40	61	80	2.06	Disagree
2	Media used in instructional programmes in the library are accessibly relevant and useful.	25	40	70	89	1.92	Disagree
3	Adequate attention and motivation are provided for students by librarians	13	21	74	100	1.74	Disagree
4	Relevant textbooks, study guide, workbooks and course syllabi relevant for peace education are provide in the library.	12	30	67	99	1.78	Disagree
5	Library staff effectively assist in analyzing the strengths and weaknesses of potential information delivery.	31	33	73	71	2.11	Disagree
6	Library information resources on peace education is an Economic means of peace education endavour.	94	70	25	19	3.14	Agree
7	Information resources in the libraries is an appropriate substitute for face-face methods that dominates education system.	98	81	16	13	3.26	Agree
8	Provision of information resources in the libraries offer more opportunity for learning and qualification	89	74	26	19	3.12	Agree
9	Information resources are useful for mostly students who are typically older than the traditional students.	105	76	16	11	3.32	Agree
10	Implementation of peace education programme is greatly facilitated by information resources in the library.	19	40	69	80	1.99	Disagree
11	Information resources provides flexibility, effectiveness and efficiency in peace education course delivery.	91	76	24	17	3.15	Agree
12	Information resources on peace education provides the students the opportunity of education on individual basis	108	75	14	11	3.34	Agree
13	Information resources create opportunities for continuing Peace education programmes	99	88	14	7	3.38	Agree
14	Information resources increases students confidence and self determination on peace education programmes	90	83	19	16	3.18	Agree
15	Information resources in libraries assist self-directed learners greatly on peace education.	86	72	28	22	3.06	Agree
	Grand Mean					2.70	Agree

Table 2. Mean ratings of teachers' response on access of information resources in the promotion of peace education

S/N	Items	SA	A	D	SD	X	Decision
16	computer-based information resources are abundantly available for students use	10	15	69	104	1.71	Disagree
17	Real-time classroom instructional facilities are provided in the classroom.	15	20	76	97	1.77	Disagree
18	Library instructional sites are equipped with functional and accessible equipments to provide a toll free "hotline"	23	40	59	86	2.00	Disagree
19	There is a variety of important resources that can meet everyone's learning preferences on peace education	15	34	74	85	1.90	Disagree
20	Information resources provides access to students whose geographical distance prevents them from benefitting from school-based classes	94	74	23	17	3.17	Disagree
	Grand Mean					2.11	Disagree

S/N	Items	SA	A	D	SD	X	Decision
21	Lack of adequate information resources in teaching and learning	86	72	28	22	3.06	Agree
22	Available information resources in teaching and learning are mostly outdated	99	88	14	7	3.38	Agree
23	Available information resources are not relevant in teaching and learning	19	40	69	80	1.99	Disagree
24	Lack of enough qualified libraries to provide, process and make available library information resources and services.	98	81	16	13	3.26	Agree
25	Lack of modern information technologies to acquire, process and access current information elsewhere nationally and internationally.	94	74	23	17	3.17	Agree
26	It is very difficult to locate information resources form the library.	15	34	74	85	1.90	Disagree
27	Lack of adequate guides to the use of the library.	23	40	59	86	2.00	Disagree
28	The library is too small to accommodate reasonable amount of information	15	20	76	97	1.77	Disagree
29	The opening hours of the library is not convenient for its effective use by students	10	25	69	104	1.71	Disagree
30	There is no effort made by the library staff to educate the users on the resources and services of the library	12	30	67	99	1.78	Disagree
	Grand Mean					2.40	

Findings

Research Question 1: What are the perceptions of teachers on the relevance of information resources in the promotion of peace education?

This research question was answered using questionnaire items 1 to 15 of the research questions. The analysis is presented in table 1 below:

From the analysis of the data, it is established that teachers have a positive perception on the relevance of information resources in the promotion of peace education. In line with this finding, it was established that teachers perceive information resources as useful tools that could go a long way in promoting peace education even beyond and above the personal contact of teachers and students in peace education activities.

Table 4. Mean ratings of teachers on the strategies for enhancing teachers' perception on the use of information resources in the promotion of peace education

S/N	Items	SA	A	D	SD	X	Decision
31	Provide Relevant, Current and Adequate Information Resources In Teaching and Learning	110	65	15	18	3.28	SA
32	Employed qualified librarians to provide Library and Information Services	108	63	17	20	3.24	SA
33	Modern ICT should be used to process current information nationally and internationally.	112	72	18	06	3.39	SA
34	The library should be expanded to accommodate more information resources.	105	76	16	11	3.32	A
35	The library should facilitate sharing its resources within sister libraries by participating in a consortium of libraries in teaching and learning.	82	114	12	00	3.33	SA
36	The library should be centrally located for easy access by the students and teachers	90	83	19	16	3.18	A
37	The library should be centrally located for easy access by the students and teachers	90	83	19	16	3.18	A
38	The number of materials to be given out on loan to teachers and students should be adequate.	94	74	23	17	3.17	A
39	The opening hours should be more convenient for users.	87	110	11	00	3.36	SA
40	Library staff should be proactive in the provision of library and information services.	101	92	08	07	3.37	SA.
	Grand Mean					3.28	

Research Question 2: What are the perceptions of teachers on the accessibility of information resources in the promotion of peace education?

This research question was answered using questionnaire items 15 to 20 of the research questions. The analysis is presented in table 2 below:

It is also found out from the study that teachers strongly agreed on the inaccessibility of information resources in the promotion of peace education. This is a very negative and ugly situation because for the fact that it is generally agreed that information resources are essential tools for the promotion of peace education yet they are inaccessible to both teachers and students for use.

Research Question 3: What are the problems associated with teachers' perception on the use of information resources in promoting peace education?

This research question was answered using questionnaire items 21 to 30 of the research questions. The analysis is presented in table 1 below:

Table 3 above indicates the extent to which teachers agree or disagree with the problems associated with the use of information resources in promoting peace education. The teachers agreed that problems such as lack of adequate information resources, inadequate effort made by library staff to educate the users, lack of modern information technologies to process information elsewhere and inadequate funding of the library are problems associated with the use of library in the promotion of peace education.

Research Question 4: What are the strategies for enhancing teachers' perceptions on the use of information resources in the promotion of peace education?

This research question was answered using questionnaire items 31 to 40 of the research questions. The analysis is presented in table 1 below:

Results from table 4 above indicate that responses of the teachers agree with all the items on the strategies that could be adopted for enhancing teachers' perception on the use of

information resources in the promotion of peace education. The teachers strongly agreed that relevant, current and current information resources in teaching and learning should be provided, employing of qualified librarians to provide library and information services, use of modern ICT to process current information naturally and internationally, and that library should share its resources with sister libraries by participating in a consortium. Results from table 4 above indicate that responses of the teachers agree with all the items on the strategies that could be adopted for enhancing teachers' perception on the use of information resources in the promotion of peace education. The teachers strongly agreed that relevant, current and current information resources in teaching and learning should be provided, employing of qualified librarians to provide library and information services, use of modern ICT to process current information naturally and internationally, and that library should share its resources with sister libraries by participating in a consortium.

DISCUSSION

To answer the research question 1, questions 1-15 were used to ascertain the perception of teachers towards the promotion of peace education with use of library information resources. From the analysis, the grand mean of 2.70 was determined. This by implication shows that respondents slightly agreed that these teachers understand the concept, potentials and attributes

Conclusion and Recommendation

It is the opinion of researchers that information resources having shown that they are essential tools that could immensely support peace education, should also be seen as capable of restructuring the learning process positively. As such, it is recommended that textbooks, workbooks and learning process must yield to a learning process especially in peace education based on information resources available for learning and problem solving throughout peoples life times…to learning experiences that build a lifelong habit of library and information resource use. Such a learning process obviously would actually involve students especially in peace education in the process of:

- Knowing when they have a need for information;
- Identifying information needed to address a given problem or issue;
- Finding needed information;
- Evaluating the information;
- Organizing the information and;
- Using the information effectively to address the problem or issue at hand especially in peace education.

Such a restructuring of learning process which can be facilitated by effective provisions and use of information resources in peace education will not only enhance the critical thinking skills of students but will also empower them for lifelong learning and effective performance of professional and civic responsibilities.

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