



# Investigation of School Libraries: A case study of Private School Libraries at Ado-Odo, LGA Ogun State, South West, Nigeria

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**Abstract:** School libraries are the backbones of functional education; without which academic excellence may not be achieved. Aside educational achievements, school library is essential for literacy, social, economic and cultural development of a nation. This study investigates the private school libraries at Ado-Odo, LGA, in Ogun State, South West Nigeria. A survey was conducted to both teachers and students with a sample size of 515; 80% students and 20% teachers responded. The study adopted descriptive survey design. Instruments used were self-structured questionnaire, interview and observations. The findings among others; show that the libraries lack up-to-date facilities; four out of the ten private schools visited were without a library; while six with a library, has only one librarian. The study established implementation of the National school Policy on Education, if the school library is to meet up with the development of the 21<sup>st</sup> century.

**Keywords:** Ado-Odo LGA, Library materials, Library services, School library, Nigeria.

## Introduction

Libraries being one of the educational services have to be established and maintained in schools with high quality of human and material resources, in order to achieve the effective goals of Educational services (Ode, 2013). Education cannot do without libraries, it is believed that educational services are to facilitate the implementation of educational planning, objectives and

promote the efficiency of education in a country (Regina, 2001). The services also help to develop access and improve educational programmes. For education to be meaningful and achievable there should be resources of various types; and libraries provide educational resources for all categories of users; for examples teachers, students, businessmen, civil servants. The teachers are the pioneers of the

society because in the classroom, among other functions, they transmit skills and knowledge to the students.

There are different types of libraries, such as; School library, Academic Library, Public Library and Special Library. School libraries in the educational institutions, such as pre-primary, primary and secondary schools, are the backbones of functional education without which academic excellence may not be achieved. Aside educational achievements, school library is essential for literacy, social, economic and cultural development of a nation. It is referred to as school library media centre, media resource centre or school media centre, and the head is the school librarian, school library media personnel, school library media specialist and learning resource centre managers (Adepoju & Joseph, 2012). They are professionals who hold degrees in librarianship or information science, they suggest a variety of appropriate print, non-print and electronic resources to supplement and complement classroom materials and activities, and ensure proper organisation of the library resources for easy accessibility and use. They also build connections between student information/research needs, curriculum content and learning outcomes (Subramaniam, 2012).

Secondary education is for children after the primary education, it is essential to the education of a child, being the bridge between primary and tertiary education. However, in an attempt to use education for the benefit of all citizens in Nigeria, a national policy on education was formed in 1977 (revised in 1981 and 2004). The

policy, among other reasons, are to equip students to live effectively in our modern age of science and technology, inspire students with a desire for achievement and self-development both at school and in later life (Abdullah, 2015). Students, according to Lawal-solarin, (2013), visit the library for academic excellence and future development while the teachers among other reasons would visit the library for quality information resources. In spite of the uses of the school library, there is gross neglect of it in Nigeria, due to some factors such as lack of finance, professional librarian, up-to-date facilities/resources, poor accommodation and non ICT integrated libraries, (Adebanwo, 2011; Adeyemi, 2010; Owate & Okpa, 2013; Udo-Ilomechine, 2008). Poor performances by both teachers and students were recorded as a result of irregular use of school libraries, no inspiration of imagination, learning and creativity (Franscotti et al., 2007; William et al., 2002).

The South West Nigeria has six states; Ekiti, Lagos, Ogun, Ondo, Osun and Oyo. Ado-Odo/Ota local government is in Ogun state, south west, Nigeria. The local government is the third largest local government of Ogun state and it was founded in May 1989, due to demands for more local governments. Based on the importance of school library in the education and development of a nation, and private schools having been looked upon to correct the decay and the pervasive conditions of public schools; this study aims to assess the trends in the development of ten (10) private secondary school libraries at Ado-Odo/Ota, LG in Ogun State, South

West, Nigeria. The study will educate teachers, students and library staff, enlighten the local Government officials and other stakeholders in Education and the public, lead to improved preparedness of school librarians in fulfilling education information needs, and ultimately contribute to the development of the nation's education literacy.

### **Literature Review**

In Nigeria, the National Policy on Education (2004) is the most current and authoritative government policy statement on provision of school library, but the implementation of the policy has not been effective. For instance, in a study to evaluate the development in utilizing library resources on some selected secondary schools at Ijebu North local government area of Ogun state in Nigeria, Adebawo, (2011) affirms that the libraries still lack accommodation, finance, qualified staff, only one secondary school has a separate accommodation for the library while others use classrooms as school libraries. In Kogi state, Omera, (2013), in a study on secondary school libraries at Idah local government, affirms that government efforts have not led to effective development, the school libraries still lack professional librarians, library resources and the teachers do not patronize the libraries.

Furthermore, the staff and students of Umuahia North local government area of Abia state, also, submits that there was no development of library resources; the library still lack adequate print and non-print materials to support the school curriculum. Moreover, no professional librarian to offer effective services to users (Arua & Chinaka,

2011). This finding was consistent with that of Obajemu, (2002) in Oyo town on school libraries, that the libraries in the town have not been developed to meet the present day information demand; non-print resources were virtually non-existent in the secondary schools of study. In addition, Olajo, (2012) affirms the findings when he reported that, "different types of school library exists in Oyo state secondary schools such as purpose-built, classroom type and lock-up shelves; the resources were obsolete; and there were indications that almost all the available school libraries were not developed (173 out of 290 respondents supported this claim)".

Also, the findings of Gbadamosi & Salawu (2003) on school libraries in Oyo Township, affirm that no single school library was managed by a professional librarian. However, in Ilorin metropolis, findings on human resources in the school libraries indicated moderately professional librarian as twelve and higher number of qualified teacher librarians as nineteen (Interdisciplinary Journal of Contemporary Research, 2012) only this finding differs from previous findings on school libraries that have been reporting lack of development in recruiting professionals as head of school libraries in Nigeria; but the result of findings related to non-print resources shows that majority of the school libraries were without non-print resources.

### **State of School Libraries in other Developing Countries**

In Tanzania, Benard & Dulle, (2014) reported that school libraries were at a developing stage; they lack adequate funding, physical facilities, staffing,

professional librarian and good library services and the situation led to poor performance of secondary schools in the country (Laddunuri, 2012). India, with statistics of five hundred and forty seven (547) Government schools and two hundred and thirty one (231) private/public schools at the higher secondary school level has not considered school library as an instrument of learning process; most of the libraries are not developed; they are housed in small single rooms within the school premises where students have inhibitions to visit; they lack furniture and professional librarians (Ahmad, 2011).

Malaysia, school librarians are subject teachers familiar with the school curriculum (Lee et al., 2003; Northashmah, 2007); and most of them are with little qualifications in library and information science (Abdullah & Omar, 2003). Furthermore, in South Africa, the developments of school libraries have been confronted by numerous problems such as national policy, lack of school library resources, insecurity, and roles the library is expected to play in teaching and learning for both teachers and students (Patron-Ash, 2012).

In Sub-Saharan African Countries, the World Bank (2008), observed inadequate funding, lack of sufficient library premises, lack of up-to-date library collection, untrained school librarians and poor training, poor library management systems, heavy collection of wear and tear, theft, loss and damage etc caused by poor security, pest and fungal as problems preventing development of School libraries in Sub-Saharan African countries.

### **State of School Libraries in developed Countries**

In Europe and other developed countries of the world, school libraries have developed greatly, especially in supporting the development of student skills and improving their achievement. Greater emphasis is laid on the library method of teaching; assignments are given to students and they have to carry out the assignment in the library. This method of teaching makes them skillful and users of library resources and services. All schools have a Library period in their Time Table for all classes. Students go to the Library during this period to get the books issued or returned (Stanley & kellick, 2009). Furthermore, in the United states, as education evolves, policymakers place a renewed emphasis on the skills and competencies needed for 21<sup>st</sup> century students; as a result, effective schools integrate the essentials of 21<sup>st</sup> century learning into all curriculum areas, grade levels, and achievement levels, with the purpose of developing student outcomes through the implementation of innovative support systems (American Association of School Librarian, 2011).

### **Research Objective**

The main objective of the study is to investigate the school libraries; especially private school libraries at Ado-Odo, Ota local government in Nigeria. This is because private schools have been looked upon to correct the decay and pervasive conditions of public schools.

The study aims to answer the following questions in relation to the stated objectives:

1. Are there school libraries in all the private secondary schools?
2. What is the degree of library usage?
3. What is the level of development in terms of resources and services?
4. What is the degree of professional staff strength?
5. If there is a library in the schools; are the libraries ICT driven?

### **Methodology**

The study population consisted of students and their teachers in private secondary schools at Ado-Odo/Ota local government in Nigeria. The ten (10) private schools visited were; Covenant University Secondary School, Faith Academy Secondary School, Bell's Secondary School, Golden Heritage Secondary School, Foretrust High School, Vision O2 Home Academy, Swiss INTL School, Royal Home College, Wisdom Land Model School, Adeseye Royal College; but six (6) were used for the study sample while four (4) were excluded because they were without a library. The six (6) selected private secondary school libraries at Ado-Odo/Ota local government are as follows:

- Covenant University Secondary School
- Faith Academy Secondary School
- Bell's Secondary School
- Royal Home College
- Wisdom Land Model School
- Adeseye Royal College

A survey was conducted in order to answer the research questions. Questionnaire was administered to Students and Teachers of the private secondary schools at Ado-Odo/Ota LGA in Ogun State. The probability sampling method and systematic

random sampling, were used to select the study sample. The instruments used were self-structured questionnaire, interview and observation, to obtain the data needed for the study; a total of five hundred and fifteen (515) copies of questionnaire were returned and properly filled, out of a total of five hundred and twenty (520) administered to the students and their teachers. The students filled four hundred and ten (410) questionnaires while the teachers filled one hundred and five (105). Items in the questionnaire were adapted from various previous related studies.

The questionnaire was divided into two sections for both students and teachers to fill the areas related to them; Section A consisted of questions on the bio-data of the respondents, while section B comprised of research questions related to the subject matter of the study being carried out. Respondents completed the blanks with a tick, one word or phrase. Part of the questionnaire used the Likert scale method; and respondents required to answer some questions using Satisfied, highly satisfied and not satisfied responses as appropriate. The librarian/Head of the library, the head teacher or the representative in each school was interviewed. The researcher, being an experienced librarian was able to observe the operations, library materials and personnel available in the six secondary schools with a library. Hence, the information obtained through the questionnaire, interviews and observations are assumed to be quantifiable.

**Findings and Analysis**

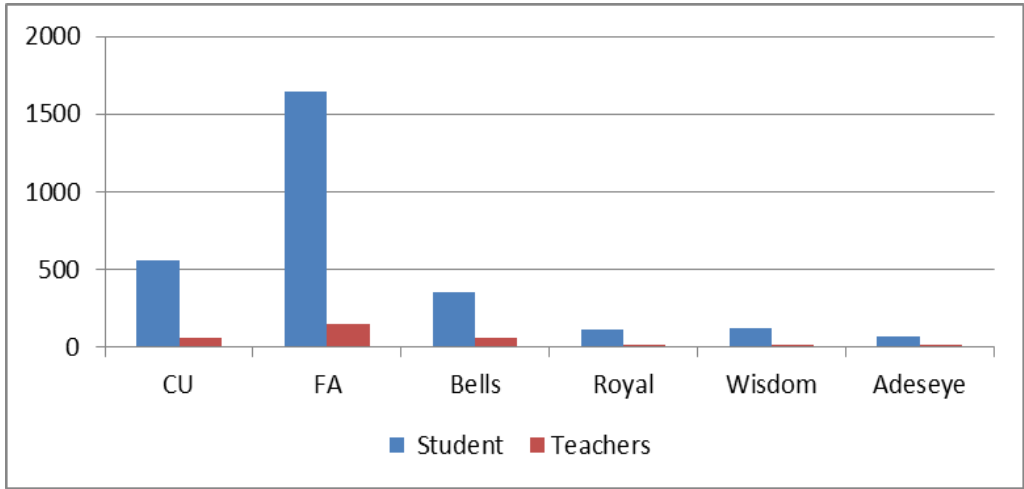


Figure 1: No of students/teachers in the six private secondary schools studied.

Notes: CU – Covenant University Secondary School Library; FA – Faith Academic Secondary School Library; Bells – Bell’s Secondary School Library; Royal – Royal Homes College Library; Wisdom – Wisdom Land

Model School Library; Adeseye – Adeseye Royal College Library. The schools stated above were the six private schools with a library, while the remaining four were without a library.

**Table 1: How often do you use the school library?**

S/N	Period	Student	%	Teachers	%
1	Always	40	10	5	5
2	Occasionally	250	61	85	81
3	Never	120	29	15	14
4	Total	410	100	105	100

Respondents were first asked how often they have been using the library and majority (61%) of the students and (81%) of their teachers responded that, they visits their school libraries

“occasionally” (Table 1).This shows lack of interest or ignorance of what school library stands for by the respondents.

**Table 2: Means of locating Library resources**

S/N	Period	Student	%	Teachers	%
1	By asking the librarian/Officer in Charge	200	49	5	5
2	By browsing through the shelves	120	29	30	29
3	By using the library catalogue/OPAC	30	7	-	-
4	Ask a friend	40	10	10	10
5	Others	20	5	15	14

Regarding how the respondents have been locating resources in their school libraries whenever they decide to use the library, majority (49%) of the students responded that they do ask the librarian/officer in charge of the library (Table 2). While majority (29%) of teachers responded that they do browse through the library shelves (Table 2). This implies that the respondents don't

make use of the library catalogue - which is the holding of all materials in the library; Table 2 also presents 7% of the students using library catalogue while their teachers do not use the library catalogue at all. This also shows that the respondents have not undergone library orientation in their respective library.

**Table 3: State of library resources available in the school Libraries studied.**

S/N	Category	Not Satisfied		Highly satisfied		Satisfied	
1	Textbooks	450	87%	20	40%	45	9%
2	Novels	330	64%	150	29%	35	7%
3	Atlases/Maps, pictures, charts	-	0%	495	96%	20	4%
4	Journals	-	0%	-	0%	20	4%
5	Dictionaries, Encyclopedias	252	49%	120	25%	143	28%
6	Newspapers	475	92%	-	0%	40	8%
7	Computer/internet	-	0%		0%	0	0%
8	Cassettes, slides, discs, video tapes, films	-	0%	-	0%	-	0%

Table 3 presents the state of the available library resources for both students and teachers in libraries visited as not being satisfactory for teaching and learning; relevant and current books according to Daniel (2004), should be central reference points for both students and the teachers in developing reading skills and other achievement, but majority of the respondents were not satisfied with the library resources available for use

in their libraries. For instance, a total of 87% of the respondents were not satisfied with the few textbooks available for use; Audio-visuals; video, slide, and film were rated 0%. In this age of information explosion, ICT integration in all the libraries was nil; the libraries lack computers/internet, necessary to facilitate learning and to support the school curriculum; this implies total neglect by the school authority.

**Table 4: Responses on the state of Development**

S/N	Period	No	High	%	Moderate	%	Low	%
1	Development in terms of funding	515	-	0	120	23	395	76.7
2	Development in terms of the purchase of current titles	515	12	2.3	150	29	353	68.5
3	Development in terms of having non-print materials	515	-	0	-	0	515	100
4	Development in terms of internet connectivity	515	-	0	-	0	-	0
5	Development in terms of meeting National policy on Education	515	-	0	50	9.7	465	90
6	Development of standard facilities for teachers and students	515	-	0	125	24	390	76
7	Development in terms of having print materials	515	43	8.4	132	26	340	66
8	Development in the recruitment of professional librarian	515	-	0	52	10	463	90
9	Development in the training of library staff	515	-	0	5	1.0	510	99
10	Development in terms of Library Building	515	-	0	-	0	-	0

Table 4 presents the level of development of school libraries at Ado/Odo Ota in south west, Nigeria to be low; the development in terms of funding was 76.7% low. However, poor funding was found to be the bane for lack of development in the school libraries, because not much could be done without adequate fund.

Acquisition of current titles, the purchase of print and non print library materials, recruitment of professional librarians, acquisition of computers/ internet connectivity, and fund for training and provision for purposeful library building instead of using classrooms will involve provision of adequate funds.

**Table 5: Professional staff available**

S/N	Human Resources	No	%
1	School librarian	1	17%
2	Teacher librarian	1	17%
3	Media specialist	-	-
4	library officer	1	-
5	Library assistant	-	-
6	Head prefect/ Student keeper	3	50
	Total	6	100

Table 5 presents the human resources available in the six secondary school libraries at Ado-Odo/Ota local government; Only one secondary school library is manned by one professional librarian while the other libraries have Para - Professionals and

non-professional staff as the head of the library. This also shows lack of understanding the importance of a professional librarian as the head of a school library by the school authority. School libraries been the backbones of functional education will need



professionals that should recommend valuable materials to supplement and complement classroom teaching; ensuring the library materials are properly arranged on the shelves, by using library classification scheme for easy accessibility.

### **Discussion**

The development of school libraries varies from one library to another; one state to another or one country to another. But the level of development of school libraries in terms of resources and services over the years in Nigeria; especially the school libraries, have been low; the low development echoed findings from previous studies (Owate & Okpa 2013; Omera, 2013; Adebamowo, 2011; Adeyemi, 2010; Etebu, 2010; Udoh-Ilomechine, 2008). This study again affirms lack of finance and professional librarian, up-to-date facilities and resources, poor accommodation and non ICT integration in libraries. This further causes irregularity of library usage by users; as shown in this study, the respondents visit their libraries “occasionally” (Table 1). This finding supports previous searches (Arua & Chinaka, 2011; Omera, 2013). The interview conducted shows that the respondents were not ignorant of the importance of school library but they visit the library “occasionally” because the school library could not meet their needs. This finding also affirms Nwalo, (2003) that library’s development is measured by how well the library meets the needs of its users, relative to the library goals and objectives. The result of irregularity of library use could lead to discrepancies and wrong company because students are not engaged during free period; it could

also lead to low academic performance as it has been confirmed in this study (Table 5) and previous studies (Ayorinde, 2005; Ifueko, 2005; Adeyemi, 2010).

Table 4 above shown development in terms of finance for the purchase of current library facilities and resources to be low; poor funding has been the bane preventing development in school library and not much could be done in the absence of adequate fund. This finding support previous findings (Akinniyi, 2003; Okiy, 2006; Adeyemi, 2010; Owate & Okpa, 2013). The prescription of 10,000 books and journals annually in a standard school library by National Policy on Education, in order to use education equip students in our modern age of science and technology by the government of Nigeria have not been implemented in many school libraries. This implies that for the schools to think of Library development, they need to acquire adequate library resources; such as print and non-print materials (Table 7). This calls for adequate funding; but the government and other stakeholders in education are yet to appreciate the pivot role of school library (Ahmad, 2003; Nnadozie, 2005).

Current and relevant print resources must be available to cause both the students and their teachers to read for longer period in the library; also current textbooks will be needed to do school work and assignments but the ones available were obsolete. Moreover, their teachers will need current textbooks for teaching; very few schools had current journals and newspapers among their collections (Table 3); thereby agreeing with the

findings of previous researchers (Obajemu, 2003; Gbadamosi & Salawu, 2003; Olajojo, 2012). Furthermore, proper acquisition, accessioning, cataloguing and shelving of the library resources for easy accessibility and use would need the service of a professional (Adepoju, 2011; Adetoro, 2006). All the schools visited with the exception of one had nonprofessional staff in charge of the library (Table 5). In addition, the opening/closing hours of most school libraries in Nigeria that are tied to the school hours have tremendous disadvantages in both learning and teaching outcomes, hence, a large number 355 (69%) of respondents rated the service low.

Table 6 above shows level of users' outcome; it is not surprising that the level of the students' academic performance was rated low by a large number 230 (56%) of the respondents; this finding was also consistent with that of Adeyemi, 2010 on "The School Library and Students' Learning Outcomes in Secondary Schools in Ekiti State, Nigeria". Moreover, Wikipedia (2010); and Hayden (2003) affirms that students' regular use of library resources is a function of students' learning outcomes.

For development to have occurred in any school library there is absolute need for the integration of ICT in library operations (Ahmad, 2011). The libraries visited were not ICT driven; the libraries lack computers and other non-print materials needed to facilitate learning. It is more disappointing that the schools were private school; they have been known to be independent and have rights to select students and to charge tuition fees and they have

always looked upon to correct the decay and pervasive conditions of public schools. Schools in Nigeria should be ICT compliant in order to enhance the quality of Education. However, a survey carried out by Goulding (2006) in the UK among library users show many of the respondents agreeing that the development in the sophisticated level of ICT, particularly the internet, has encouraged different type of users into library and persuaded people to view the library in a new light.

This study presents the development in academic performance and knowledge acquisition of the respondents to be low (Table 3); students and their teachers are not given exposure to the larger world around them, there is no doubt that availability of the internet and adequate library resources without library orientation would have increased usage in the schools visited. There is need to improve school libraries in secondary schools by provision of adequate finance for quality and quantity library materials because satisfaction is a function of three main sources; quality of the information resources, the information system and the services that make the information product available (Iwhiwhu & Okorodudu, 2012).

### **Conclusion**

A library is a living memory of mankind, so development in resources and services are essential to meet the 21<sup>st</sup> century learning environment. The school library should be developed beyond classrooms for housing obsolete books and other materials to a separate structure for integration of current library resources and services with curriculum, computers/internet

connectivity and professional librarians to render effective services to users.

The findings have shown total neglect of school libraries over the years by the owners of private schools, the government and other stakeholders in Education. The owners of private schools charge high school fees, yet fails to provide adequate finance for quality and quantity library, while the government did not ensure implementation of the National Policy on Education to checkmate activities of school libraries in the country. Almost all the school libraries under this study were in charge of non-professionals. School library helps the school population achieve their purposes of teaching and learning in quest for development in education and education promotes the extension and development of democratic principles and beliefs, contributes to the realisation of development of individual potentials as well as prepares the way for future progress and change. Therefore, school libraries should be accorded rightful place in Education.

### **Recommendation**

The competencies needed for 21<sup>st</sup> century students should not be

neglected by owners of private schools and the policy makers. Provision of necessary amenities will enable teaching and learning to thrive. There is need to improve library resources and services for the development to take place. School libraries should be accorded priority in the areas of finance, and prudent management of funds should be enforced.

In addition, the government should ensure implementation of National Educational policy, making sure all schools have a library in their respective institution.

In this age of information explosion, for development to have occurred in any school library, there is absolute need for the integration of ICT in library operations. ICT integration in libraries is designed to fill the gap, which the conventional libraries cannot fill.

It is essential for all schools to have library period in their time table; teachers should endeavour to give students assignments to carry out in the library.

Individual factors must also be considered; that is orientation of the library users towards the importance of the library.

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