

Library Resources for Secondary Schools in Gusau metropolis: Educational Implications

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Abstract

Purpose of the study: The study investigated the level of provision of information resources and ICT facilities in secondary school libraries in Gusau, Zamfara State, Nigeria, considering their importance in achieving educational goals.

Design/methodology: The study adopted descriptive survey design. The population of the study was 420 while the sample size was 201. Proportionate sampling technique was used. Krejcie and Morgan formula table for determining sampling size was used. Two research questions guided the study. Data was collected using a questionnaire developed from the reviewed literature. Distributed questionnaires were 201 out of which 162 (80%) were returned and found usable for the study. The data collected was then analysed using statistical mean, with criterion mean placed at 2.50 and Robert Ho table for determining total mean score was used to interpret the level.

Findings: One of the finding showed that there is a low provision of ICT facilities. Recommendations made include that government and other stakeholders should as a matter of urgency provide ICT facilities as well as recruit and train persons to manage the libraries and the ICT facilities in secondary school libraries.

Originality/value: The study is original and not under consideration elsewhere. Its value is in the finding that school library situation falls short of the expectations of relevant stakeholders and policy directives.

Keywords: Library, ICT facilities, School library, Education, Information resources, digital age

Introduction

The place of education in the society cannot be overemphasized. Perhaps this informed the position of Nigerian's Vice President, Prof. Yemi Osibanjo that education is the most powerful force for socio-economic change in the world (NUC, 2019). This cannot be better said than at a time like this, when the world has become a global village characterized by information and knowledge economy and shifting emphasis to digital economy. Various countries have been making efforts towards giving their citizens access, quality and equal opportunity to education. Nigerian government is not left out on this.

Consequently, Nigeria has a clear educational policy, hence according to Nigeria's philosophy of education is hinged on the integration of the individual into a sound and effective citizen with equal educational opportunities to all Nigerians at all levels of our educational system both formal and informal (Banjo, 2013). The author

also reiterated that Nigeria's five main national objectives stated in our Second National Development Plan and taken as the bases for the National Policy on Education which are, to build: a free and democratic society; a just and egalitarian society; a united, strong and self-reliant nation; a great and dynamic economy and a land bright and full of opportunities for all citizens. In furtherance of this, Federal Government of Nigeria (2014) through its national policy on education document made the establishment and equipment of school libraries across the country compulsory.

Therefore, education is intended to make the citizens better members of the society and that is what these goals are meant to achieve. Most of these goals are deliverable through the school curriculum, in this case, the secondary schools. This is as it is established to support teaching and learning in the schools through provision of necessary facilities in quantities and qualities enough to achieve educational outcomes. Library and education are two

inseparable catalysts, always complementing each other. Library is as old as human civilization, as it was born out of the need to preserve and later to disseminate human knowledge from generation to generation. Therefore, It is worthy of note that the educational implication of not having a functional school library is producing students that are a misfit in today's society.

School library is the basic or the lowest form of library and therefore the foundation of every educational system. According to IFLA (2015), a school library is "a school's physical and digital learning space where reading, inquiry, research, thinking, imagination, and creativity are central to students' information-to-knowledge journey and to their personal, social, and cultural growth. This underlines the place of ICT in school library system as well as the overall delivery of educational goals. That the world is going digital is no longer news, but what is made out of the opportunities presented by the era through ICT is what matters now. IFLA (2015) explained further that the "physical and digital place" is variously known as, library resource centre, centre for documentation and information, school media centre, library learning commons etc. while school library is the term most commonly used and applied to the facility and functions. This definition puts school library at a vantage position of imparting set of skills needed to function well in an information and digital driven economy.

In view of the above, Kinnel (1992) (in Ogwu, 2010) posited that library skills are the very foundations of the curriculum. According to Kinnel, skills such as the following suffice:

1. Pupils Reading Skills: These are sharpened through access to a variety of carefully selected leisure reading materials (fiction);
2. Learning to Learn skills: These are related to information skills - the skills of knowing when information is needed to solve a problem. How to locate information. How to analyze information. How to combine information from different sources to create new and richer

information. How to evaluate the "new" information created.

There is therefore need to build and equip school libraries with necessary facilities to enable them help the students acquire these skills. Library facilities are sine qua non for a functional library, just as a functional school library is a must in secondary education. School library resources are meant to support the content delivery of the school curriculum, hence, Afolabi (2016) posited that school library resources are provided in a bid to provide a clear path towards the realization of secondary school subject curriculum goals. Consequently, anything less than high level provision of these resources/facilities will affect teaching and learning outcome and the society will be the worst for it. For some scholars, library facilities are referred to as resources and they include human and material (Aguolu, &Aguolu(2002) (in Omah & Urhiewhu 2016).But the focus of this study is on the material facilities of the library which include buildings, equipment, information resources, ICT facilities, working tools etc. The library facilities examined in this study are information resources of various formats and ICT facilities giving their importance in the information age and digital economy driven by information and communication technology (ICT).

Information resources are very important facilities in a library, as they are the carriers of the recorded knowledge being transmitted from one generation to another without much distortion unlike the oral tradition. They range from books, audio visual materials, journals, micro film, e-resources, newspapers, reference materials and so on. Information explosion of this century has made much more information available especially online (e-resources). Users consult them for their information needs. Information provision is the main duty of the library, so a library building without professionally acquired and processed information resources is nothing more than a bookshop. Therefore, the educational implication of school libraries without information resources is that the educational outcome may not be achieved as the library will not be utilized

resulting in limited access to knowledge, poor reading habit development of the student and poor academic performance for the students, all of which will make him/her a misfit in today's society.

On the other hand, Information and communication technology, otherwise called ICT is redefining the world, in fact it has turned the world into a global village and is fast shifting the world to digital economy where e-government, e-commerce, e-business, e-learning etc are becoming the other of the day, thus, the need for digital literate citizens. ICT has revolutionized library services, granting greater and much more access to information across the globe than was the case hitherto. It brought about massive storage capacity; high speed transfer of data/information; multitasking etc., all these features are essential for effective library services and learning, more so, it requires some level of skills to make good use of them. Some of the ICT facilities include computers, printers, scanners, Modem, internet facilities, CD-ROMs, Flash drive etc. Absence of ICT in any library these days is unacceptable and an indication that such a library is performing at its lowest ebb and should be discouraged. School librarians who man the libraries have been equipped with the necessary skills and competencies in ICT so as to impart the young ones with necessary skills such as information literacy which will not only teach them how to identify source, access information but most importantly evaluate the information so as to eliminate junk or fake information and be lifelong learners. But if the ICT facilities are not provided, these students may not be able to leverage the ICT opportunities on time and in the most organized manner.

Fortunately, most students in the 21st century are ICT savvy given their early exposure to the use of various ICT gadgets like smart phones, iPhones, pads/tablets, laptops etc.; they only need proper guidance through the school library so as to make adequate use of these facilities. This position is in line with that of the Federal Government of Nigeria (FGN) as expressed by the Vice president, Prof. Yemi Osibanjo that the Federal Government is currently developing a

national curriculum that would be digital oriented, with the aim of making every young person from primary to tertiary level to be abreast with the rudimentary level of digital and STEM literacy, capable of making them marketable across the globe (NUC, 2019). This also conforms with the information given by the Hon Minister for Communication, Dr. Isa Ali Ibrahim Patani that FGN is mandating all State governments to make basic knowledge of ICT compulsory both at primary and secondary school levels (Adaramola, 2019). The minister stressed that it will create enabling environment for children to grow up with knowledge of ICT in this digital economy era.

Various studies have shown that most secondary schools do not have well equipped and functional libraries, despite the mandate by the National Policy on Education that secondary schools should provide functional school libraries (Babangida, Basaka & Mohammed 2019; Gbotosho & Adejumo, 2019). If there are school libraries with necessary facilities, the students would have some time to read in the library, learn necessary skills as enumerated by IFLA (2015) and the educational implication of this is sound and effective students who are ready to contribute to the development of the country. In line with this, Sote, Aramide and Gbotoso (2011) stated that the need for adequate provision of library resources is essential if school library is to perform its role in basic education effectively. The educational implication of poor provisions of these facilities (information resources and ICT facilities), therefore, would be low utilization of school libraries in the state which leads to poor academic performance, poor reading culture and consequential low literacy rate of the state. It is said that a reading nation is a developing nation.

Gusau is a Metropolitan city, it serves both as the administrative headquarters of Gusau L.G.A. and the capital of Zamfara state, Nigeria. The state is a Muslim dominated state and has farming as their main economic stay. It is located in the North West Geo-Political Zone of Nigeria and has a low literacy rate. This study is important since no empirical study has been carried out in the state to ascertain specifically the level of

library facilities in secondary schools of the Metropolis despite its importance in the library and secondary education. It is this gap that this study seeks to fill by examining the level of provision of Information resources and ICT in secondary schools in Gusau Metropolis and its education implications.

Statement of problem

A functional school library is a necessity for any meaningful secondary school education. A library is said to be functional when it is but well equipped and optimally utilized. They are established to provide facilities of various kinds, such as information resources and ICT facilities to support teaching and learning activities in the secondary schools towards inculcating necessary set of skills fit for survival in this global village and digital economy. That is to say that the world is running on information and knowledge economy characterized by information explosion and ICT of which the school library is well positioned to train our young ones in this direction.

Available literature for example, Babangida, Basaka, and Mohammed (2019) and Gbotosho and Adejumo (2019) and Tsafe and Aliero (2007) shows absence or near absence of functional school library facilities. The educational implications of absence of relevant information resources and ICT facilities in this digital economy era is that students' personal development and the overall achievement of our national educational goals by producing young adult players in the digital economy is a mirage. This is not a desirable situation, thus a matter of serious concern to well-meaning Nigerians. And to the best knowledge of the researchers, no empirical study has been conducted specifically to find out the level of provision of information resources and ICT facilities in secondary schools in the Metropolis despite the importance of these facilities in a library, the school system and the achievement of societal educational goals. It is this gap that this study seeks to fill thereby contributing to knowledge in this area. Hence, this study intends to investigate the level of provisions of information resources and ICT

facilities by secondary school libraries in Gusau Metropolis and its educational implications.

Objectives of the study

The purpose of this study is to examine the availability of library facilities in Secondary Schools in Gusau Metropolis, Zamfara State. Specifically, the study intends to:

1. Investigate the level of availability of Information Resources in Secondary School libraries in Gusau Metropolis;
2. Examine the level availability of ICT facilities in secondary school libraries in Gusau Metropolis.

Research questions

The following Research questions will guide then study:

1. What is the level of availability of Information Resources in Secondary School libraries in Gusau Metropolis?
2. What is the level of availability of ICT facilities in secondary school libraries in Gusau metropolis?

Review of Literature

Library facilities are buildings, equipment, materials, tools and services etc that are provided for effective library services. It takes adequate provision of these facilities for a library to be functional. The review is done under the following sub-headings:

Despite the importance of information resources in school libraries, old and new studies still indicate poor provision of these materials. For example, Gbotosho and Adejumo (2019) examined the strategies for the effective utilisation of the school library resources by Junior Secondary Schools (JSS) in Ilesa West Local Government Education Authority (LGEA), Ilesa, Osun. They observed that in the schools they visited, majority of the Information materials were not available not to talk of being up to date. This could be as a result of neglect by the school authority and government. Similarly, Owate and Okpa-Iroha (2013) revealed that the

book collections (information resources) of most school libraries are inadequate. Book title of as low as 130 to 1,720 were recorded and this is quite below the prescribed (6000) requirement for a school library (Owate & Okpa-Iroha, 2013). This situation implies that the students would not have the opportunity to access needed library materials. In agreement to this, Oduagwu and Oduagwu (2013) revealed that as a result fictions and non-fictions that must support teaching and learning in the school libraries are not provided. The narrative has not changed over time even when it is said that time heal all wounds, as Tsafe and Aliero (2007) had earlier concluded sadly, that many of the secondary school in Nigeria have “no functional library” as required by the National Policy on Education, 1981.

ICT facilities that are required in school libraries includes computers, CDRoms, flash drives, modems, digital cameras, printers, scanners, internet and e-mail facilities, network (local area network-LAN, Wide area network-WAN, etc. With the lofty gains of massive storage capacity, high speed processing, remote access capacity etc. that come with ICT in library services, most school libraries seem not to have embraced ICT. This corroborates the findings of Ukpana, Ebong and Enang (2018) who examined the extent of awareness of librarians on digitization of school library resources in private secondary schools in Akwa Ibom State, Nigeria. Their findings shows that there are some indications of the availability of ICT facilities in the library but the facilities like digital camera and scanners that would really enhance digitization are not available in the libraries. The full potentials of ICT are achieved when facilities are fully provided and resources fully digitized, that is, simply put, converting analogue/physical resources into digital formats.

Onuoha and Chukwueke (2020) investigated the provision and utilization of school library information resources at Ndume Otuka Secondary School, in Abia State, Nigeria and revealed availability of computer study kits (ICT resources) with low utilization. In the same vein, the study of Omah and Urhiewhu (2016) showed provision but low utilization of computer system. Sote, Aramide and Gbotoso (2011) examined the

relevance, recency, adequacy, availability, accessibility and utilization of library resources at the SUBEB libraries in selected states in South-West Nigeria. They discovered that ICT facilities like computers and CD ROMs were not adequately provided. Scholars like Fayose (2000) (in Omah & Urhiewhu, 2016), Oduagwu and Oduagwu (2013) Tsafe (n:d) all agreed that inadequacy of fund is a major factor that hinders provision of ICT facilities in school libraries. This is not unconnected with the high cost of the facilities and the rapid trend of its innovations. None ICT compliant school library denies the students the right to adequate access to educational resources as they may end up not learning the highly needed information literacy skills to function well in this digital age.

Theoretical framework

The Resource Dependency Theory

The Theoretical framework adopted for this study is the Resource Dependency Theory propounded by Pfeffer and Salancik (1978) in Ojeje and Adodo (2018). The basic features of resource dependency theory enumerated by Elkenberry and Klover, (2004) in Ojeje and Adodo (2018) are: organisations depend on resources; these resources ultimately originate from an organisation’s environment; the environment, to a considerable extent, contains other organizations; and that resources are a basis of power. Elkenberry and Klover states further that organizations depends on critical resources which according to them are those resources that they must have to function.

This theory is relevant to the present study because the school library is a social institution in the school system that requires various mix of resources/facilities to be functional and a well-equipped and functional school library is very imperative to the fulfillment of educational goals and by implication individual and national development. Furthermore, school libraries cannot survive without resources/facilities like information resources and ICT facilities as they would not be able to perform their fundamental roles of supporting teaching and learning services in the secondary schools effectively and

efficiently to guarantee achievement of educational goals.

Therefore, lack or inadequate provision of facilities/resources can make school library not to function well, so stakeholders should go beyond just making policy for the establishment of school libraries but should go extra miles to ensure that they are actually provided and properly managed. When this is done, teachers and students will certainly be motivated to achieve set goals, but not on the contrary. If all stakeholders in the school library development accept school library and its facilities as real valuable assets, very critical to the achievement

of national educational goals, they will give the provision of adequate school library facilities like information resources and ICT facilities top priority.

The Resource Dependency Theory model below

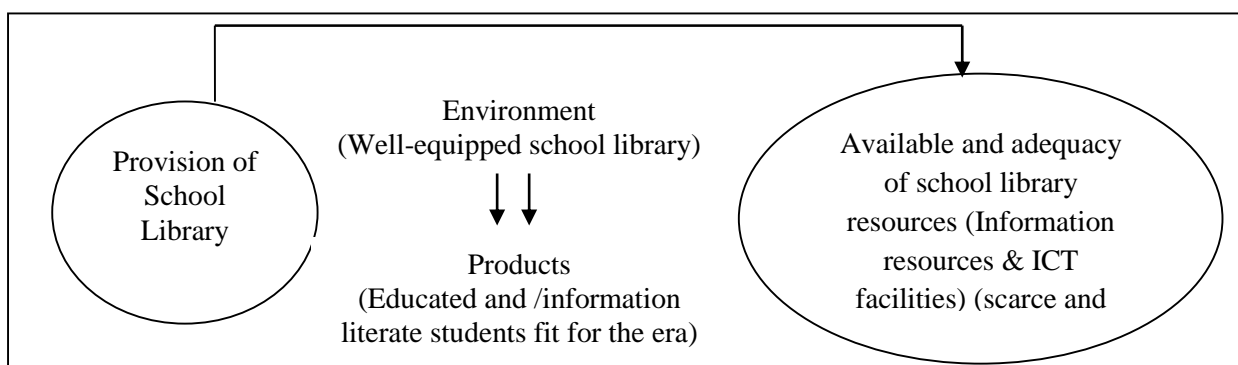


Fig. 1. Modified Hypothesized Model Representation of Pfeffer & Salancik (1978), Resource Dependency Theory

Fig 1 was adopted from Ojeje and Adodo (2018) representation and modified for this study which is on School Library. The Model shows that the provision of school library which amounts to having adequate library facilities (information resources and ICT facilities) will lead to conducive environment (a well-equipped Secondary School library) and consequently the products from that environment (translated to educated information literate students fit for the global village and digital economy) towards fulfillment of set goals. The resource dependency theory concentrates on the importance of the quantity and quality of resources (school library facilities) as the major determinant of the products (educated/information literate students) of the school environment.

Furthermore, the study of Bonny 2006 cited (in Omah & Urhiewhu, 2016) holds that the adequate provision and utilization of such

resources like the library in the school will to a great extent help in breaching the quality gap in educational services among secondary schools and enhance their performances. It suffices therefore to say that the educational system and its productivity (students) depend not just on the provision but also adequacy of school library facilities to achieve functional learning.

Research Methodology

The Descriptive survey research design was adopted for this study. The population of the study was 420 staff of fifteen public secondary schools in Gusau Metropolis of Zamfara State, Nigeria. Simple proportionate sampling technique was adopted to ensure equal participation of the subgroups in line with their respective population. The table for determining sample size from a given population developed

by Krejcie and Morgan in Kenya Projects Organization 2012 was used to determine the sample size of this study. Therefore, sample size on the Krejcie and Morgan’s table for 420 is 201. Based on the table, the sample size is 201, and then the proportionate distribution formula was used wherein the number of staff per school was multiplied by 201 and divided by 420 total staff population. Therefore, total of 201 questionnaires were distributed and 176 were returned out of which 162 (80%) were found usable and was used for this study. The instrument for data collection was a 50 item structured questionnaire titled “Levels of Provision of Library Facilities in Secondary Schools of Gusau Metropolis: Educational implication,” (LPLFSSGMEI). Section A

(research question one) sought to find out the level of provision of information resources while Section B, (research question two) sought to determine the level of provision of ICT facilities in secondary school libraries. The questionnaire was majorly based on the views and findings from the review of related literature. Criterion mean of 2.50 was set for decision. Robert Ho’s table for determining Total Mean Score was used to interpret the levels of provision of library information resources and ICT. SPSS was used for all computations. Five rating scale was used with the response mode of Strongly Disagree (SD) = 1, Disagree (D) = 2, Slightly Agree (SLA) = 3, Agree (A) =4 and then Strongly Agree (SA) = 5.

Table 1: Respondents Distribution per school

Description	Government Day Arabic Secondary	Government Secondary School BirninRuwa	Government Day Secondary School	Government Day Secondary School SabonFege	Government Day Secondary School Samaru	Government Day Secondary School Ungwa-Gwaza	School for Special Education Gusau	Government Day Secondary School Danbaba Millennium Quarters Gusau	Sambo Secondary School Gusau	Government Day Secondary School Wanke	Government Day Secondary School GidanZallah	Government Day Secondary School Mada	Government Day Secondary School Wonaka	Government Day Secondary School S/B/G Gusau	Ibrahim Gusau Secondary School Samaru	Total
No. of Staff per the School	36	38	23	38	44	16	14	41	60	10	8	15	9	24	44	420
Proportional Sample/No. of Questionnaire Distributed	17	18	11	17	22	8	7	20	30	4	3	7	4	11	22	201
No. of Questionnaire Returned and Used	11	14	10	12	13	8	7	15	24	4	4	7	4	11	18	162 (80%)

Determining the total mean score

To determine the total mean score of the level of provision of studied library facilities, the criteria developed by Ho (2006) as presented below in the table was used.

Table 2: Determining the total mean score

S/N	Mean Value	Level Interpretation
1	1.00 – 2.33	Low
2	2.34 – 3.66	Moderate
3	3.67 – 5.00	High

Table 2 above shows that for a level to be interpreted as being low, it has to have a mean score of 1.00-2.33. For a moderate level, mean value of 2.34-3.66 while a level is considered high a mean value of 3.67-5.00.

Results

Table 3: Demographic Information of the respondents

S/N	ITEM	F	%
1.	Gender:		
	Male	97	60
	Female	65	40
2.	Highest Qualification:		
	Diploma	10	6
	NCE	59	36
	HND/Degree	83	52
	Masters	10	6
	PhD	0	0
3.	Length of Service:		
	1-10 years	56	35
	11-20 years	68	42
	21-35 years	38	23

Table 3 shows that 97 (40%) of the staff are male while female are 65 (33%). While for highest qualification of the staff, HND/Degree have the highest 83 (42%) followed by 59 (30%). Also for length of service the middle range 11-20 years has the highest percentage of 68 (35%).

Research question 1: What is the level of Information resources provided in Secondary School libraries in Gusau?

Table 4: Mean rating of the level of Information resources provided in Secondary School libraries in Gusau

***D = Decision; M = Moderate**

Table 4 is on the provision of information resources and it revealed a moderate level provision. This is shown by the total mean score of 2.62, the finding also showed that information resources of various forms are provided. This is evident in the high level recorded by most of the

S/N	Information Resources	Mean	SD	D
1	Audio tapes are provided	1.97	1.128	
2	Fiction books are provided	2.62	1.365	
3	Non-fiction books are provided	2.70	1.378	
4	There are Charts in the library	2.85	1.437	
5	There are Dictionaries	3.35	1.472	
6	There are E-resources	2.35	1.450	
7	Encyclopedias are provided	2.56	1.483	
8	There are Graphs	2.49	1.446	
9	Government publications are provided	2.48	1.375	
10	There are Journals	2.76	1.498	
11	There are Maps	2.99	1.568	
12	Newspapers/magazine are provided	3.01	3.567	
13	Pictures are provided	2.70	1.453	
14	There are Video tapes	1.97	1.128	
	Total mean score of Information resources	2.62	1.553	M

items. Items 5 and 12 (dictionary and Newspapers/magazines) recorded the highest mean of 3.5 and SD of 1.472 and 3.01 and 3.567 SD respectively. E-resources recorded the least mean of 2.35 and 1.450 SD.

Research question 2: What ICT Facilities are provided in Secondary School libraries in Gusau?

Table 5: Mean rating of Level of ICT Facilities provided in Secondary School libraries in Gusau

S/ N	ICT Facilities	Mean	SD	Decision
1	Computers are provided	2.51	1.513	
2	There are CDROMs	2.17	1.298	
3	There are flash drives	2.06	1.246	
4	E-mail facilities are provided for library services	2.15	1.271	
5	There are Modems	2.10	1.306	
6	Network (LAN, WAN) are provided	2.28	1.388	
7	There are Printers	2.25	1.320	
8	Scanners are provided	2.22	1.235	
9	There is Internet facility	2.31	1.281	
10	The library has a Website	2.36	1.350	
	Total mean score of ICT facilities	2.24	1.320	Low

Table 5 shows the result of the response on the level of provision of ICT facilities in secondary

school libraries in Gusau Metropolis. The result showed that there is low level provision of ICT facilities with mean score of 2.24. Apart from computer that has a mean score of 2.51 and SD of 1.513 all other items recorded low mean score.

Discussion

It was discovered from this study that provision of information resources is of moderate level. Information resources are the information/knowledge carrying materials provided by libraries. The finding of this study reveals high provision of dictionaries, perhaps because of their importance in language learning and proficiency. Newspaper and magazines, charts, fiction and nonfiction books, encyclopedias, maps, journals, pictures are all provided. The findings showed that government publications, e-resources, graphs are not provided. Video and audio tapes were also not provided. The educational implication of the moderate level of provision of information resources in school libraries in Gusau metropolis is that the libraries do not have all the necessary information resources to attract the students to the library as often as expected. Therefore the secondary schools will not produce educated and information literate students that can function well in this information age where the world has become a global village and gradually shifting to knowledge economy. This finding corroborates the result of Oduagwu and Oduagwu (2013) who discovered availability of print materials, with a high level availability of fiction and non-fiction; and a moderate provision of serial materials (include newspapers, magazines and pamphlets). Furthermore, Gbotosho and Adejumo (2019) reported that in the schools they visited, majority of the Information materials were not available not to talk of being up to date and that it slowed down effective teaching and learning in schools. However, the finding of Owate and Okpa-Iroha (2013) differs as they reported that the book collections (information resources) of the school libraries are inadequate, thereby showing low provision of information resources.

Another major finding of the study is on the level of provision of ICT facilities in secondary school libraries in Gusau Metropolis. The result showed that there is a low level provision of ICT facilities.

Apart from computer, there are no other ICT facilities in their school libraries. Available computers could be the ones in the Principal's office, meant for typesetting and not actually for library services or use by students. The low provision of ICT here explains the poor provision of e-resources as seen in table 4. As school libraries are fast turning into media resource centers, provision of ICT facilities are a necessity. The educational implication of this low provision of ICT facilities in secondary schools in Zamfara state is that as the world is shifting to a digital economy as a global village where the inhabitants are regarded as global citizens and availability as well as good knowledge of ICT facilities usage enhances a person's active membership of this global village, students in the state would be lagging behind. We cannot be talking about digital age and digital economy without putting our younger generation into consideration through the provision of necessary ICT facilities in our school libraries. According to Gbotosho and Adejumo (2019), our young adults are digital savvy and would therefore be happy to go to their school library if they know that it has various ICT facilities for them to learn good skills and access current and varied information.

The finding of this study agrees with that of scholars like, Gbotosho and Adejumo (2019) which revealed unavailability of hardware and software facilities and concluded that quality education delivery is made possible through Information and Communication Technology, thus, proliferation of ICT has made children and adult to be exposed to various Information sources, of which they need guidance on how to seek Information and usage. Similarly, Omah & Urhiewhu (2016) also reported low utilization of computer system the findings also agrees with that of Sote, Aramide and Gbotoso (2011) who also reported that ICT facilities like computers and CD-ROMs were not adequately provided. These low provisions of ICT facilities in school libraries could be as a result of its expensive nature, lack of trained manpower all sustained by poor policy implementation in Nigeria. However, Onuoha and Chukwueke (2020) reported availability of ICT resources but reported low utilization. Acquiring resources without making sure they are used makes

modern library look like mediaeval libraries where materials are collected for the purpose of safe keeping.

Conclusion

Findings from this study revealed moderate level provision of information resources and low provision of ICT resources in secondary school libraries in Gusau metropolises. Worrying is the finding of low level provision of ICT facilities in this digital age. Only few computers were provided which the students may not even be allowed to touch. Generally, this implies low usage of the libraries. Going by this, the students are denied the opportunity of enhancing their ICT skills, in order to use them for positive activities and self-empowerment that will lead to national development. The educational implication of this low provision of ICT facilities in secondary schools in Zamfara state is that as the world is shifting to a digital economy as a global village where the inhabitants are regarded as global citizens, the state would be lagging behind in the production of information literate students that would be able to function well in the global village and digital economy. This situation falls short of the expectations of relevant stakeholders and policy directives, like the FGN (2014) National policy on education which makes it compulsory for the establishment of a functional library in all secondary schools in Nigeria as well as the position of IFLA (2015) on school libraries. However, this may not be unconnected to the poor policy implementation (monitoring and evaluation) and none establishment of linkages with interested stakeholders on the part of the school management and school librarians. This affects overall achievement of educational goals.

Recommendations

From the findings of the study, the following recommendations are made:

1. Secondary school principals should make strong case for increase funding of their libraries as well as establish collaborations with donor individuals and agencies to

enable them acquire and maintain relevant information resources.

2. Government and other stakeholders should as a matter of urgency join hands together to provide ICT facilities to the school libraries and also employ and train capable hands to handle them for the production of information/digital literate students that will participate actively in the digital economy.
3. Government should set up machinery to monitor and evaluate their policy on the establishment of school libraries by secondary schools in Nigeria with a view to keep it in tandem with the realities of the time.

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