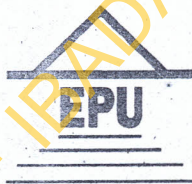


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UNIVERSITY OF IBADAN LIBRARY

**EDUCATIONAL PLANNING UNIT  
DEPARTMENT OF EDUCATIONAL MANAGEMENT  
UNIVERSITY OF IBADAN, NIGERIA**

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UNIVERSITY OF IBADAN LIBRARY

## A SURVEY OF LIBRARY RESOURCES AND SERVICES IN OYO STATE SECONDARY SCHOOLS

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***Abstract.** The study examines the provisions of library facilities in Oyo state secondary schools. The population of the study consists of secondary schools in five Local Governments, that is, Ogbomoso North, Ogbomoso South, Surulere, Oriire, and OgoOluwa Local Government areas of Oyo state while 45 secondary schools were taken as the study sample. Out of the 45 questionnaires that were administered, 75.6% (34) were returned and analyzed. Simple percentage scores were employed in analyzing the data. Analyses of the findings revealed that the provision of library facilities in secondary schools is abysmally low if not totally absent. The findings also revealed that only 2 schools have standard libraries with teacher librarians while 22 schools have improvised libraries. Some of these improvised libraries are just been monitored by library prefects. The remaining 10 schools have nothing to show for a library. Recommendations were therefore made to the Government, PTA, and all those concerned in the provision of secondary school education in Nigeria. All concerned should see a well-equipped school library as a priority by providing the necessary funding, supply and organization of materials.*

### Introduction

The school library, which is an integral part of a total school curriculum, is a place of study that can provide intellectual stimulation to the students outside the classroom. However, changes in curriculum have brought new important roles for school libraries. The introduction of the 6-3-3-4 educational system in Nigeria emphasizes much on learning than on teaching, and on pupils discovering ideas and information for themselves. School children learn in different ways and methods that is by reading, listening, discussion, watching, practicing and a combination of two or more of these. Materials for study and learning are appearing in different formats, for example, audiovisuals like videos, audio, charts and diagrams etc. According to Metzger (1992) "the school library can no longer be seen as a neutral adjunct to the instructional programme but rather as the very hub of an enquiry process which may be



initiated in teaching". School libraries are no longer passive collections of books but are dynamic centres with printed and non-printed materials, where pupils can develop the facilities of learning how to learn and how to handle and utilize information both within the school and the society.

The Nigerian Educational Research and Development Council, being aware of the dearth of suitable information materials for schools in the late seventies, embarked on the writing of textbooks to be used for the Universal Primary Education Scheme (UPE). Writers were then commissioned to write books on different subjects that were taught at the primary schools, taking into consideration the Nigerian cultural environment. A similar exercise was undertaken for secondary schools in 1967 with CESAC at University of Lagos as coordinating centre. It is an understatement to say that to improve the standard of education in Nigeria, establishment of school libraries in all recognized secondary schools must be treated as an essential matter. As laudable as the philosophy of Nigerian education is, some of its objectives may not be properly achieved if there is no provision for library facilities at the secondary schools. However, the writers examine the provision of libraries in secondary schools using a case study of five local government areas in Oyo State.

### **The Problem**

During the Second Republic (1979–1983), the ruling party in the Western part of Nigeria introduced a free education programme where free books were distributed to students in secondary schools. The students were meant to use and return the books at the end of each school session. At the end of the Second Republic, the books were never returned because the government who instituted the programme was no longer on seat. However, if the schools had established functional libraries, the books would have been returned to the schools and placed in the libraries for use. Two things often missing from children's reading are tapping authentically into what kids really want to find out about, and fully involving knowledgeable and committed teacher librarians.

In Nigeria, the concept of school libraries as surrogate classrooms occasionally vacated for pupils to borrow books still holds sway. Some teacher librarians are still operating within the traditional school settings where the teacher librarian is just a custodian of books. This could be seen as the reason why some school libraries are still passive. Majority of media resources that are needed in schools could be acquired if the teachers and other interested bodies in schools are well informed about what type of collections the present school libraries should have in order to fulfill their roles effectively in the education

programmes (Elaturoti, 1976). There has been inadequate supply of information materials needed for the teaching of school subjects, where they do exist they may not only be inadequate but could be unsuitable for the children.

### **Review of Literature**

It is pertinent to note that students appreciate their school library so much, apart from the consultation of books; the school library is used as the discussion room for difficult subjects, and also as a reading room. Deane (1994) states other reasons why students use the school library, which include visiting, a place to do homework and making photocopies. The secondary school libraries should aim at supporting the work of teachers and the pupils most especially in order to aid intellectual development of the students and to ease the job of the teacher. While academic libraries and public libraries were developing in Nigeria in the early seventies, library development in schools lags behind. According to Segun (1989), this was due partly to poor interest on the parts of teachers and partly to the diversion of funds meant for library development to other things, which were considered by school heads to be of greater priority. She stated that many secondary schools charged library fees and libraries where they existed had very few and unsuitable books.

Interest in school libraries grew in the second half of the period with many states either providing library services for schools or appointing officials in the ministries of education to advise on school library development. Looking at the last millennium one would discover that the condition of school libraries in Nigeria has not had much development. The Nigerian government has not addressed properly the establishment and funding of school libraries (Ayeni and Oyebamiji: 1998). In reference to the statistics they provided, in a school population of 18,239,087 pupils, the school authorities can only provide just 2,263 libraries for the entire country. This worked out, means one library is available to over 8,060 pupils. To the neglect of the library facilities, the school authorities have been able to provide for 233,113 headmaster's offices and 2,723 stores across the country.

Moreover, since its formal launching, the National policy on Education has suffered a lot on the cross of implementation (Tamuno: 1989). Among such policies was the establishment of libraries for schools, which recommended that "libraries are one of the most important educational services and every state ministry needs to provide funds for the establishment of library on all our educational institutions and to train librarians and library assistants for these services". The National Policy of Education had only made provision for the establishment of libraries in primary schools, neglecting the secondary



schools. In pursuance of its objectives in primary education, it states that "government will make provision for adequate educational services: it will establish a school library service and ensure that teachers are given in service training in the management and organization of school libraries" (NPE: 1981). The statement indicates how serious the federal government is in providing library facilities to achieve the objectives of primary education in Nigeria. However, the same gesture is not extended to secondary schools. It is not enough to integrate children into the norms of the society and develop their innate skills, education is expected to develop their personality, help them to discover the world around them and to regard knowledge as an important acquisition not something that can fetch him "akara and ogi" (Fayose: 1998). This can only be achieved through the school library because it is a force and a source for educational excellence (Udoh: 1998, Davies 1969). The function of the school media center in providing services to teachers in support of class work has been universally acknowledged. Muhammed (1995) as quoted by Ibrahim (1997) states the functions of the school library, which include the following:

- (i) To identify and provide adequate and comprehensive teaching and learning resources in different formats which will meet the intellectual and recreational needs of both the teachers and students;
- (ii) To systematically organize its materials for easy retrieval, access and utilization;
- (iii) To help develop various skills such as reading skills, learning and information enquiry skills;
- (iv) To relate its resources and services to the school curriculum, extra curricular programmes and anticipated requirements for all teaching units of the school;
- (v) Instructing and orientating the teachers and students on the use of library;
- (vi) To liaise with other relevant external and internal bodies to source for required information resources and services;
- (vii) To periodically evaluate the resources and services to determine their relevance to meeting the needs of the users.

### **Methodology**

The population of the study consists of secondary schools in five Local Governments that is Ogbomosho North, Ogbomosho South, Surulere, Oriire, and Ogo Oluwa Local Government Areas of Oyo state while 45 secondary schools

were taken as the study sample. The secondary schools in the five local government areas were categorized into old and new schools. The old schools are those established before 1981 while the new schools are those established after 1980. The schools were also classified into groups in order to identify the provision of libraries. The questionnaire was distributed to principals or vice principals in 45 secondary schools, located in five local government areas in Oyo State. The questionnaire was administered to the vice-principals in schools where the principals are absent.

The instrument used for the study was a 25-item questionnaire, which was divided into five sections. Section one deal with the background information of the school. While section two deals with the distribution of the lesson periods on the schools timetable. The third section deals with the provision of library facilities in the school. Section four considered the consequence of non-provision of library facilities in secondary schools while the last section deals with suggestions and recommendations by the respondents.

The comments and suggestions of some experts in librarianships were considered before the final questionnaire was produced for distribution. The results were analyzed by using simple percentages and tables.

### Analysis of Results

Table 1 indicates that 79.4% (27) of the schools used were old generation secondary schools while 20.6%(7) were new generation schools. This indicates that majority of the schools in Oyo state are old schools and must have established a library over the years even if the provision for libraries were not planned when the schools were first established.

Table 1. Year of establishment of the schools

Year of establishment	Number of respondents (N)	Percentage of respondents %
Before 1980	27	79.4
After 1980	7	20.6
TOTAL	34	100

Populations of the students were also considered to be one of the factors that could influence /encourage the establishment of libraries in schools as shown in Table I. The study discovered that 58.8% of the respondents have population of over 600 students, while 7(20.6%) have population of between



200 and 399 students. While another 20.6 of the respondents have population of 199 and below. This result indicates that there is enough population in the schools to pinpoint that the establishment of libraries in secondary schools is an important step to be taken by Oyo State Government to improve the educational standard in the state.

Table 2: Number of Students in the Schools.

Number of Students in the School	Number (N)	Percentage (%)
600 and above	20	58.8
400-599	-	0.0
200-399	7	20.6
199 and below	7	20.6
TOTAL	34	100

The staff strength of the schools was also examined to compare the ratio of teachers and other staff to the students' population. This is to determine whether the ratio is fair enough for the staff to engage the students without occupying them with assignment that will encourage them to use the libraries. As shown in Table III, it was discovered that 47.1% (16) of the schools have 20 staff and above while 20.6% of them have between 9 and 5 teaching staff. However, 76.4% of the schools have non-teaching staff strength of 9 and below. The implication of this is that there is need for teachers to support their teaching with assignments, which will allow the students to use the school library.

Table 3: Staff strength of the schools

Staff strength of the schools	Teaching Staff		Non Teaching Staff	
	Number of Schools (N).	Percentage (%)	Number of Schools (N)	Percentage (%)
20 - above	16	47.1	0	0.0
19 - 15	6	17.6	4	11.8
14 - 10	5	14.7	4	11.8
09 - 05	7	20.6	13	38.2
04 - below	-	0.0	13	38.2
TOTAL	34	100	34	100

### **Provision for Time To Use Library in Secondary Schools**

The distribution of lesson periods on the school timetable shows that most of the schools 67.6% (23) have 8 periods per day on their timetable. Only 41.2% (4) have 7 out of the 8 periods as lesson periods with only 1 period as free period. The same percentage 41.2% (14) also has 6 out of the 8 periods as lesson periods with 2 periods as free periods. This study observed that most of the free periods were single period and in the case where they were double, it was separated. This indicates that none of the secondary schools studied made provision for private reading period/time for the students during school hours. The reading habits of secondary school students will not be encouraged if schools do not provide enough facilities that will improve and encourage private reading.

The general implication of the foregoing finding is that the school authorities, in planning their work do not consider it necessary to make provision for the use of libraries in secondary schools. Certainly, the free periods provided by the schools is not enough for students to read, particularly when most students may not have the time to read other literature apart from their assignment when they get home.

### **Provision of Library Facilities**

This study observed that many of the schools do not provide library facilities for their students. Out of the 70.6% (24) respondents that have libraries in their schools, 91.7% (22) among them indicated that the libraries were improvised out of some rooms that were not used in the school and that the libraries were inadequate in terms of space. Moreover, the environments are not conducive.

In addition to personal observation by the researchers, 97.1% (24) of the respondents indicated that the libraries are not equipped with enough books and audiovisual materials. It was discovered that all the libraries do not have trained library staff to manage the libraries. Although 55.9% (19) indicated that they have teacher librarians trained in the art of book management, but the teachers use the designated libraries as offices. The respondents were asked about the source of funding for equipping the library. The respondents (91.2%) indicated that the government does not assist their schools in funding the school libraries and the PTA likewise (73.5%) does not provide any funding for equipping the libraries. Most of the school libraries derive their funds from the little the schools can provide. This accounts for the lack of library facilities in most all the schools investigated.



## Consequences of non-provision of Library Facilities in Secondary Schools

The problems of non-provision of libraries in our secondary schools are evident when the performances of the students are evaluated with their colleagues in schools with well-equipped libraries. It is generally observed that students depend on the inadequate notes given to them by their teachers. The schools do not develop the inquisitive ability in every school child and these invariably affect the standard of education. The study shows that majority of the respondents believe that lack of library facilities is one of the factors that affect the standard of education. While 97.1% (22) agreed that lack of library facilities in secondary schools affects the reading habits of students; and 85.3% (29) agreed that teachers output in various subjects are also affected by lack of library facilities.

## Conclusion and Recommendation

The neglect identified in this study by the government decision-makers, PTA and some of the school authorities in providing library facilities for secondary schools had its roots deep in the history of school library provision in Nigeria. A major factor has been that researching priorities in schools have not always favoured libraries, and professional partnerships between teachers and libraries have been problematic (Kinnell: 1995). This study discovered that there is a lack of commitment to libraries in schools especially in funding, supply and organization of resources to meet the needs of the school libraries.

The national policy on education merely indicates the government's intention to provide school libraries for primary school children and establish a school library to ensure that teachers are given in-service training in the management and organization of school libraries. The policy is silent on other types of library, which gives the erroneous impression that they have been adequately developed (Okorafor: 1991). Therefore government, policy makers, PTA and the school authorities should see the funding, supply and organization of materials needed for a well-equipped secondary school library as a priority. Teachers should be trained as school librarians who will deliver school library resources effectively and students will find the libraries as a useful resource to their learning activities. It is hoped that primary and secondary school libraries will begin to receive some attention from the government because of the introduction of the Universal Basic Education (UBE) Scheme by the government in power. The Nigerian School Libraries Association should also intensify their efforts in seeing that teacher librarians are doing what they are supposed to do within the nation's secondary schools.



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