Assessment of School Library Resources in Public Secondary Schools in Ilorin Metropolis

Dr. M. A. Fakomogbon (University of Ilorin, Nigeria), Mr. A. A. Bada (Sapati International School, Ilorin, Nigeria), Dr. M. A. Omiola (Agricultural and Rural Management Training Institute, Ilorin, Nigeria, (Corresponding Author)) and Mr. S. O. Awoyemi (Agricultural and Rural Management Training Institute, Ilorin, Nigeria). 08053109753, 07076230002, PMB 1343, ARMTI, Ilorin).

Abstract
This paper examined the School Library Resources in Ilorin Metropolis. The study looked at resources available in all school libraries in terms of School Libraries facilities and furniture, print and non-print resources and human resources available in the library. The research type used was descriptive survey. The sample consisted of 38 school libraries from public secondary schools in Ilorin Metropolis. Checklist known as ‘Library Resource Checklist’ was developed and used to elicit responses from Librarian in charge of each school in all sample schools. Four research questions were generated and tested to guide the conduct of the study. Frequency count and percentages were used to analyse the data collected and thus answered the research questions. The results of findings revealed that, majority of the available facilities and furniture to use the library resources did not meet the required standard. More so, print and non-print resources were insufficient but the majority of available resources were of good qualities. There were twelve professional librarians and seventeen qualified teacher librarians in the school libraries in Ilorin Metropolis. It was recommended that Governments (Federal, State and Local) should release funds to build standard libraries, recruit more professional librarians and produce more non-print resources in all school libraries in Ilorin Metropolis.

Keywords: Library Resources, Assessment, Print resource, Non-print Resource, and Professional Librarian.

1. Introduction

Libraries are social institutions created to conserve knowledge, preserve the cultural heritage and provide information for education and research purposes. There are different types of libraries such as; Public library, State library, Academic library and so on, but the focus of this study was on the School Library. According to Elaturoti (1990) school library can be defined as a place designed for provision of all kinds of learning resources. Metzger (1992) described library as a learning laboratory that provides opportunities for pupils to develop information skill. Fayose(1995) defined school library as the part of the school where collection of books, periodicals, magazines, and newspapers, films, filmstrip, videotapes, recording of all kinds e.t.c. are housed for use by the students. Therefore, considering the definitions given above, it is the function of the library to support the school curriculum by providing up-date information to keep staff and students abreast of new development. The library also promotes the development of reading skills and encouraged long term planning habits through reading, listening to and viewing a variety of learning materials. The library is an integral part of the school, therefore, it must be run according to the standard. The aims and objectives of having library in Nigeria secondary schools are:

1. Teaching students the necessary skills required in the use of library.
2. Complementing classroom instruction by exposing the students to a wider selection of books and other resources.
3. Inculcating in students the habits of reading for pleasure and
4. Providing users of the library with information on current issues, e.t.c.
   (School Library Standard in Nigeria, 2004)

Library resources are seen as all inputs which are utilized in the library in order to provide good learning environment for students and teachers so as to be able to achieve educational goals. Resources in the library are of two types, that is, human and non-human resource. Human resources refer to the professional librarians and library
assistants and so on, while non-human resources refer to prints such as; reference books, dictionaries, and so on, and non-print resources such as; videotape for instruction, slides and other software for instruction. The diagram in figure 1 in the appendix explains further the expected resources that are supposed to be in the school library. However, to be able to achieve the objectives stated above, the school proprietors and government should followed the standards as stipulated in the Inspection Guidelines for libraries in Nigeria as recommended below:
1. Every school should have a standard library and it should be built separately or use a space of two classrooms.
2. Furniture seating capacity should not be less than 50-60 seats in the library.
3. The Library should be managed by professional librarian who has degree in library science.
4. Non-print resources should be part of resources in the library, etc.
(Federal Government Guidelines on Inspections of Library, p.5)

2. Statement of the Problem
Lack of standard library which students could use for their studies could be one of the major causes of mass failure in the school. Salisu (1996) opined that, the extent at which children and young people of today will be creative, informed and knowledgeable will be shaped by the boundaries of the contents of the library resources available within the school. This statement stresses the value of library resources in the schools. Also, Oniovosa(2004) asserted that, in a survey around the world on the reading ability of the children that, one of the factors that positively influence children’s reading achievement is the availability and accessibility of books and other non-books resources in their immediate environment, at home, in the classroom and in the library. Therefore, it is necessary to check whether the school libraries available in Ilorin Metropolis have standard resources to fulfil its aims and objectives according to the standard laid down regarding print, non-print resources and facility in the school library guidelines in Nigeria.

2.1 Purpose of the Study
The main purpose of this study was to assess the school library resources in some selected secondary schools in Ilorin Metropolis. Specifically, the study examined the following:
1. quantities and qualities of facilities and furniture available to the library.
2. quantities and qualities of print and print resources.
3. quantities and qualities of non-print resources.
4. quantities and qualities of available human resources

2.3 Research Questions
The following questions were generated to guide the conduct of the study:
1. to what extent do the school libraries in Ilorin Metropolis have standard facilities and furniture such as building,
   chairs and tables for library users?
2. what are the quantities and qualities of print resources available in the school libraries in Ilorin Metropolis?
3. what are the quantities and qualities of non-print resources available in the school libraries in Ilorin Metropolis?
4. how many human resources available and what are the qualities of human resources available in the school libraries in Ilorin Metropolis?

2.4 Scope of the Study
The target population for this study was all the school libraries in secondary schools in Ilorin metropolis but only 38 public school libraries were used.

3. Research Type
This is a descriptive study. Descriptive research represents an attempt to provide an accurate description or picture of a particular situation at one or more time.

3.1 Research Instrument
The research instrument involved the use of checklist named ‘Library Resource Checklist’. It consisted of two sections: Section A contains items on personal data of the librarians in-charge of the libraries. Section B contains
items that assisted in finding the status of the school library facilities, furniture, human and non-human resources in the library.

3.2 Procedure for Data Collection
The researcher sought for permission from the school authorities and thereafter administered the instrument by observing what they have in the school libraries and recorded them with the assistance of the librarians in-charge.

4. Data Analysis Technique
The data collected were analyzed using frequency count and percentages.

4.1 Results and Discussion
The analysis carried out were based on the research questions raised in this study.

4.2 Research Question One
To what extent do the school libraries in Ilorin Metropolis have standard facilities and furniture such as building, chairs and tables for library users?
According to school library standard reviewed in 2001 by the Federal Ministry of Education and Youth Development of Nigeria. The school library should be built separately or use a space of 2-classrooms. Furniture seating capacity should not be less than 50-60 seats in the library. Based on the standard, out of 38 school libraries visited in Ilorin Metropolis, only 12 (31.5%) have standard library buildings and 14 school libraries (36.8%) have 50-60 seating capacity. See table 1 in the appendix.

4.3 Research Question Two
What are the quantities and qualities of print resources available in the school libraries in Ilorin Metropolis?
According to the standard, the volume of print resources should not be less than 6000 volumes. Out of 38 school libraries only 11 school libraries (28.9%) have relevant print resources up to 6000 volumes. See table 2 in the appendix.

4.4 Research Question Three
What are the quantities and qualities of non-print resources available in the school libraries in Ilorin Metropolis?
According to the standard, non-print resources should be part of resources in the school library. Out of 38 secondary school libraries only 6 have non-print resources or audio-visual instructional packages (15.7%). See table 3 in the appendix.

4.5 Research Question Four
What are the quantities and qualities of available human resources in the school libraries in Ilorin metropolis?
According to the school library standard in Nigeria, school library should be managed by professional librarian who has degree in Library Science or Diploma in Library Science. Teacher librarian should be an experience teaching staff and a person that has taken some library science training or taken courses. Library attendant should have secondary school certificate or primary school leaving certificate. Out of 38 school libraries in Ilorin metropolis, only 12 school libraries have professional librarians (31.5%) and 17 teacher librarians (44.7%) have training in library science and 9 teacher librarians do not have any training in library science. 29 school libraries (76.3%) have library attendants in the school libraries in Ilorin metropolis. See the table 4 in the appendix.

5. Discussion of Findings
The results of the analysis of the research related to facilities and furniture to use the library resources indicated that there were insufficient standard facilities and furniture. This was in conformity with earlier findings of Fayose (1990) on school libraries that many secondary schools in Oyo state referred to certain areas of the schools as the libraries. However, these libraries did not follow any set standard.
Similarly, the findings on print resources revealed that quantities available were inadequate compared to the standard. The findings supported the work of Daniel (1998) on school libraries in Abuja FCT that the print library resources were inadequate.
Furthermore, the result of findings related to non-print resources showed that the quantities available were very view. Majority of school libraries in Ilorin Metropolis did not have non-print resources at all. Findings on non-print resources was in line with the study of Obajemu (2002) on school libraries in Oyo town that non-print resources were virtually non-existent in the secondary schools of study.
More so, findings on human resources in the school libraries indicated that, there were moderate professional librarians (12) and higher number of qualified teacher librarians (19). These findings however, differed from previous findings of Ghadamosi and Salawu (2003) on school libraries in Oyo township that no single school libraries is being managed by a professional librarian.

5.1 Conclusions
Based on the findings, the following conclusions were reached:
Available facilities and furniture were insufficient and majority were not standard. Many of the school libraries cannot accommodate up to 50-60 students at a time. Inadequate print and non-print resources hinder students from being exposed to a wider selection of books and other non-book resources which could be used to complement classroom instruction. In addition, higher number of qualified library personnel were available in school libraries in Ilorin Metropolis. This is very crucial because, the first essential for an effective school library services is the staff who will build up the library collections and provide various services to teachers and students. Generally, school libraries in Ilorin Metropolis lacked standard facilities and furniture and insufficient print and non-print resources but have higher number of qualified human resources.

5.2 Recommendations
In the light of the findings, the following recommendations were made:
1. Governments (Federal, State and Local) should release funds to build standard libraries in all secondary schools.
2. Existing school libraries should be provided with electricity supply so as to render effective services.
3. Government as well as philanthropists within and outside the school communities should be appealed to in order to make provisions for chairs, tables, shelves etc. So as to make it easy for students to enjoy their studies in the libraries.
4. Government and Parents’ Teachers Association (PTA) should make provisions for enough qualities of print and non-print resources in the library so that aims and objectives of school libraries may be achieved.
5. Government should employ more qualified librarians to manage school libraries and also train teacher librarians and other staff in the library to ensure effective services.

References
### Table 1: Frequency count and percentages of quantities and qualities of school library facilities and furniture.

<table>
<thead>
<tr>
<th>School Library Building And Furniture</th>
<th>Available Number</th>
<th>%</th>
<th>Available Number and Standard</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Library Building(s)</td>
<td>30</td>
<td>78.9</td>
<td>12</td>
<td>31.5</td>
</tr>
<tr>
<td>Library Chairs and Tables</td>
<td>25</td>
<td>65.7</td>
<td>14</td>
<td>36.8</td>
</tr>
</tbody>
</table>

### Table 2: Frequency count and percentages of quantities and qualities of school library print resources

<table>
<thead>
<tr>
<th>School Library Print Resources</th>
<th>No. of Sch. with Resources</th>
<th>%</th>
<th>No. of Sch. with Standard and Relevant Resources</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Library Print Resources</td>
<td>28</td>
<td>73.6</td>
<td>11</td>
<td>28.9</td>
</tr>
</tbody>
</table>

### Table 3: Frequency count and percentages of quantities and qualities of school library non-print resources

<table>
<thead>
<tr>
<th>School Library Non-Print Resources</th>
<th>No. of Sch. with Resources</th>
<th>%</th>
<th>No. of Sch. with Standard and Relevant Non-Print Resources</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Library Non-Print Resources</td>
<td>10</td>
<td>26.3</td>
<td>6</td>
<td>15.7</td>
</tr>
</tbody>
</table>

### Table 4: Frequency count and percentages of quantities and qualities of school library human resources

<table>
<thead>
<tr>
<th>School Library Staff</th>
<th>Available Number</th>
<th>%</th>
<th>Available Number and Qualified</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Librarians</td>
<td>12</td>
<td>21.5</td>
<td>12</td>
<td>31.5</td>
</tr>
<tr>
<td>Teacher Librarians</td>
<td>18</td>
<td>47.3</td>
<td>17</td>
<td>44.7</td>
</tr>
<tr>
<td>Library Assistants</td>
<td>29</td>
<td>76.3</td>
<td>29</td>
<td>76.3</td>
</tr>
</tbody>
</table>
Source: The Role of the School Library in the Project Method of Teaching in the Secondary School (Fayose, 1995)