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## Perceived Role of School Principal and School-Based Management Committee in School Library Administration and Management: Implications for School Library Policy

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**Perceived Role of School Principal and School-Based Management Committee in School Library Administration and Management: Implications for School Library Policy**

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## **Abstract**

The functionality of school libraries depends on the availability of an effective school library policy. The role played by the school principal and school-based management committee is critical in terms of establishing, developing, and maintaining successful and functional school libraries. Their support plays a key role in the effectiveness of the school library policy. The purpose of the study was to investigate the perceived role of the school principal and school-based management committee in school library administration and management and highlight the implications for school library policy. Two research questions and two hypotheses guided the study. A representative sample of 350 respondents comprising 50 teacher-librarians, 100 classroom teachers, 50 principals and 150 parents completed the research questionnaire. The descriptive survey research design was adopted for the study. Data were analyzed using descriptive statistics and analysis of variance. The finding of the study shows that both the school principal and school-based management committee play crucial role in school library administration and management. Finding also show that there is no significant difference in the mean ratings of teacher librarians, classroom teachers, principals and parents regarding the role of the school principal ( $F(3,346)=.167, p=.92$ ) and school-based management committee ( $F(3,346)=.007, p=.99$ ) in school library administration and management. The implications of the findings for school library policy were discussed.

**Keywords:** Principal, School Library Administration, School Library Management, School Library Policy, School-Based Management Committee, Teacher Librarians

## **INTRODUCTION**

The school library is a component of the overall educational curriculum system that has an impact on the whole educational program (Sinaga, 2011). The school library can help students improve their literacy and academic performance (Kachel, 2012; Kuon *et al.*, 2014). According to the National Library Standard (2011), a school library is a library that is housed in a primary or secondary school and serves as a learning resource centre to aid in the achievement of educational goals and also an integral element of the school's activities. School libraries play an important role in a variety of educational initiatives. As a result, school library administration and management are critical to attaining educational goals. School library administration is the process through which the school librarian organizes and coordinates the library's resources for effective and efficient teaching and learning in the school, as well as to achieve the educational goals (California Department of Education, 2017). The management of school library operations, from ensuring a safe learning environment to administering the school library facilities, is referred to as school library administration. The storage and preservation of school library items are important aspects of school library management (Pown, 2014). Planning, organizing, implementing, and evaluating these resources are all part of the management process. The school library policy must include a well-thought-out program of teaching information skills in collaboration with classroom teachers and other educators. School library policies are critical to the administration and management of school libraries. School library policy is a set of guidelines on how the library should be run and managed. It is used to assess how successfully a library executes its functions and achieves its goals, as well as the effectiveness of its systems and services.

The school principal is a professional who manage the day-to-day operations of the school and perform a variety of administrative activities to ensure the effective operation of

the school. At the secondary school level, the school administration is usually led by a school principal alongside the vice principals and other support staff. Personnel issues, budget decisions, curriculum planning, and policy decisions, such as the school library policy, are handled by the school principal. Others such as the school-based management committee (SBMC), which includes the teacher-librarian, classroom teachers, and parents, are involved in the design of the school library policy. Having a SBMC gives principals, teachers, students, and parents shared control over the educational process by delegating financial, personnel and curricular responsibilities to them. The committee can build more effective learning environments for students by involving teachers, parents, and other community stakeholders in such crucial decisions (Ogundele and Adelabu, 2009). The teacher librarians, classroom teachers, parents, and principals are members of the SBMC. The SBMC is designed to aid in the development, planning, and decision-making processes at the school level with the goal of improving learning outcomes. The SBMC is a non-profit organization made up of students, teacher-librarians, classroom teachers, principals, parents, and community leaders engaged in education who represent the school and community.

The relevance of school principals and school-based management committees in school library administration and management has been widely discussed anecdotally. Their position in school library administration and management, as well as school library policy, has received very little systematic examination. It will be difficult for schools to achieve their targeted level of development and achievement if the problem is not addressed. Since the school library is an indispensable component of the school, which assists in achieving the school's general goals as well as the needs of individual students. Then its importance in the teaching and learning process cannot be overstated. As a result, it is critical for school principals and school-based management committees to ensure proper school library administration and management by establishing policies that will govern the school library.

Although the school principal and SBMC are committed to providing high-quality education, there is a paucity of literature addressing their roles in school library administration and management. As a result, this research seeks to determine the role of school principals and the school-based management committee, as well as the implications for school library policy.

## **CONCEPTUAL REVIEW**

### ***School Library***

The existence and use of a school library is a vital part of the educational system. The school library is critical to the achievement of the school's instructional goals and objectives, and it does so through a well-thought-out program of information technology acquisition and organization, as well as the distribution of materials to enhance students' learning. A school library helps the school achieve its goals of providing high-quality education and creating a positive learning and teaching environment. A school library is a library within a school that provides students and staff with a variety of materials. The school library's goal is to provide equitable access to books, reading materials, information, and information technology to all members of the school community. A school library gathers information using a variety of media, including the Internet and books. School libraries differ from public libraries in that they are learner-centred, supporting, extending, and personalizing the school's curriculum.

A school library serves as the hub and organizing agency for all of the school's materials. School libraries have been shown to have a positive effect on student achievement by researchers. According to research done in Ohio, 99.4% of students surveyed stated that their school librarians and library media programs assisted them in succeeding in school (Morris, 2013; Todd *et al.*, 2014). A school library is a physical and digital learning area where students' information-to-knowledge journey, as well as their personal, social, and cultural growth, is centred on reading, inquiry, research, thinking, imagination, and creativity

(American Association of School Librarians, 2014; Williams *et al.*, 2013). A school library is a resource centre inside a school where teachers and students can access a wide range of information resources. A school library, according to Library Research Service (2014), is a designated facility within a school that provides the following services; an organized, circulating collection of print, audio-visual, and computer-based resources, or a combination of them; established schedule during which the staff's services are available to students and faculty; instruction on how to use library materials to support classroom standards and improve student research and literacy skills.

As an information hub and an innovation centre, a school library is essential to the learning and teaching operations of any school. A school library is a location where pupils and students learn and developed in the areas of literacy, self-education, and lifelong learning. Mkumbo (2016) agrees that using libraries allows people to learn and educate themselves about numerous parts of their everyday lives, as well as acquire knowledge and understanding of the world, make informed decisions, and work productively in problem-solving situations. A school library's functions and roles include the following: promoting a culture of reading and enhancing information literacy skills; providing a place for collaborative learning, creativity and for developing independent research; supporting all educational programs and the school curriculum; and providing teachers with access to professional development materials (Ashikuzzaman, 2013; Queensland Government, 2014; School Library Association, 2016). School libraries, according to Helgren and Lance (2010), have a significant impact on student achievement. A professional school librarian or teacher-librarian manages a central collection of diverse learning resources to support a school's curriculum, meet individual students' needs and interests, and ensure that young people develop information literacy skills within the school's curriculum in the modern school

library. As a result, the school library is an important part of the teaching and learning process that requires proper administration and management.

### ***School Library Administration and Management***

The success of school objectives, including the school library, requires effective administration and management. Effective administration and management of a school library is a mammoth undertaking since it entails the administration of human resources, including teachers, non-teaching staff, and pupils, as well as physical and material resources (Ige, 2020). The school library must be handled per defined standards and procedures in order to run properly. The school librarian determines if these systems and procedures are unique or customized to a specific school library. The process of running an organization, office, or corporation is known as administration. This includes defining rules and regulations, making decisions, managing operations, and organizing people to guide actions toward a shared aim or objective (Machado, 2021). Planning, organizing, directing, and controlling are some of the core administrative duties. Many libraries have grown into enormous, sophisticated organizations throughout the years, posing a challenge to library administrators. Managing a major school library requires a high level of specialized and complicated talent, as well as the capacity to address multi-dimensional problems while keeping in mind the needs of the students that use the library (Kumar, 2021). The management of school library operations, from ensuring a secure learning environment to maintaining school library facilities, is referred to as school library administration. Individuals in the higher echelons of administration and support for public schools, according to Forcht (2011), have knowledge and expectations for school library programs, teacher-librarians, and library paraprofessionals.

Effective storage and preservation of school library items are part of school library management (Pown, 2014). According to Hartono (2016), management is one of the studies

of how and what may be done, both theoretically and practically, in order to manage libraries, documents, and information efficiently and effectively. Planning, organization, implementation or leadership, and supervision are all part of the management process for these resources. School library management comprises properly managing all aspects of the school library's operations, from the acquisition of materials, books, and periodicals to cataloguing and upkeep. Schools can effectively manage these duties and enhance the usability of resources and services (Pown, 2014). According to Spear (2018), the school librarian is a manager. The core roles of school library administration include monitoring all library operations, managing library budget, planning and negotiating material acquisitions, and human resources (Moran *et al.*, 2013).

Planning and maintaining library facilities is an important component of school library management (Hawthorne, 2011). The building and resources of the school library must be maintained regularly. According to Bafadal (2015), school library administration is all about coordinating all activities linked to the implementation of school libraries. School library management is an endeavour to make use of all school resources, such as human resources, systems, and financial sources, in the planning, organizing, implementing, and assessing operations in order for the school library to meet its goals. According to Rakhmayanti and Karwanto's (2019) study, participatory, appropriate processing of library materials, procurement planning of library items based on bottom-up requirement analysis, publication activity, funding, and outstanding visitor service determine school library planning. Madu *et al.*, (2014) conducted a related study on school library management. According to the findings, school libraries in Nigeria are not well managed effectively to motivate students as they should be. A well-thought-out school library policy is critical to accomplishing a successful administration and management of the school library.

### ***School Principal***

The responsibilities of school principals are becoming increasingly complex and overwhelming (Wise, 2015). The school principal is a member of an administrative team whose job is to help schools achieve their overall goals and satisfy the needs of individual students. Principals are recognized as key in executing effective policies and achieving external accountability goals as the school leaders (Hallinger and Walker 2017; Walker and Qian 2018). As a result, school principals' leadership has piqued international interest because it is an important factor in determining school effectiveness (Hallinger *et al.*, 2013; Zheng *et al.*, 2017; Lai *et al.*, 2017). The school principal is responsible for school administration, educational personnel coaching, and facility and infrastructure use and maintenance. Evidence-based decisions are made by school principals about student learning. The effective school library is an example of an evidence-based campus resource that is linked to greater student learning (Haycock, 2011; Kachel, 2013). The school principal is involved in personnel decisions, financial decisions, curriculum planning, and the establishment of policies that are followed by both staff and students. According to recent results, a critical step for schools to enhance and sustain long-term success is the principal's diagnosis of the school's needs and educational values, paired with the implementation of a variety of solutions (Day *et al.*, 2016). This means that the principal has a role to play in school library policy if the library is to improve.

Rewriting and reviewing policies as needed are part of the school principal's responsibility in school library policy. The principal's role is to make sure that students, teachers, and parents are aware of the policies and that everyone is held accountable for adhering to them. The committees, teams, and taskforces that recommend and execute improvements to school library policy and practice are formed and staffed by principals (Hoy and Miskel, 2001). According to research, having access to a qualified school librarian is the

most important requirement for a successful school library program. Without a policy, a school library may be unable to influence teaching and learning. A school library should be run under a well-defined policy framework that recognizes the library as a hub for reading, research, and collaborative projects. The school library policy should be written with the school's overall policies and needs in mind, and it should reflect the school's ethos, mission, goals, and objectives, as well as its reality. To get the most out of a school library program, there is a need to have a policy in place.

### ***School-Based Management Committee***

SBMC is an approach for improving education that involves moving major decision-making authority from state and district offices to local schools. By delegating budget, staff, and curricular decisions to administrators, teachers, students, and parents, SBMC gives them more authority over the educational process. SBMC may improve students' learning environments by involving teachers, parents, and other community stakeholders in these important decisions (Ogundele and Adelabu, 2009). SBM gives schools greater flexibility in how they employ their people, material, and financial resources (Olaseni and Ibukun, 2016). The decentralization of authority and power from the government to government-based agents, community-based agents, and school-based agents is known as School-Based Management (SBM). The SBM model's key players or agents are frequently referred to as School-Based Management Committees (SBMC). State governments create School-Based Management Committees (SBMCs) to bridge the gap between government schools and communities. SBMCs are intended to improve learning outcomes by instilling a sense of community ownership in the establishment of schools and education centres.

SBMCs are designed to aid in the development, planning, and decision-making processes at the school level, with the goal of improving learning outcomes. SBMCs are non-profit organizations comprised of people who represent the school and community, including

students, teachers, parents, community leaders, and other community-based organizations interested in education. According to Eboatu *et al.*, (2018), the SBMC's tasks include ensuring effective use of physical resources and promoting openness, probity, and accountability in school finances. SBMCs serve as a link between schools and the communities they serve, ensuring that schools, learning centres, governments, and parents satisfy school needs and improve the community's contribution to increasing education quality (Sokoto State School-Based Management Policy Guidelines, 2017). Furthermore, the study discovered that SBMCs contribute to the proper use of physical resources to a low extent, but they promote financial accountability in the use of school financial resources to a greater extent. According to Aryanti and Suhardan (2019), the effectiveness of school-based management is largely influenced by the leadership of school principals and administrators of school committees. School-based management empowers school administrators to improve educational quality by engaging in a variety of innovative activities in order to develop a superior and character-building school. Ige (2020) stated that inadequate funding, non-cooperation of school principals/members of SBMC, lack of/inappropriate knowledge of school activities, and lack of motivation of members were identified as challenges facing SBMC in schools, with level of experience having no significant impact on principals' perceptions of SBMC challenges.

Oduwaiye and Bakwai (2017) found many factors that differently influence female access to basic education, notably in Northern Nigeria, in their study on the function of school-based management committees in improving girl-child engagement in basic education. Community beliefs about girls' position, inadequate implementation of laws safeguarding children's rights, school organizational structure, school location, and early marriage are among the issues found that affect SBMCs' performance in boosting girls' involvement in basic education. Wahab's (2019) study on the effectiveness of school-based

management committees in the development of senior secondary schools in the federal capital region found that schools did not use proper planning and administration in carrying out their responsibilities and functions. SBMC engaged and increased parental involvement in the school, according to Chaudhury and Parajuli (2010). The SBMC is an autonomous group that encourages community participation in educational management in order to improve the quality, equity, and efficiency of the system (Government Regulation on Management and Implementation of Education, 2010). The school principal and the school-based management committee collaborated based on the organizational structure with the goal of completing all of the school's programs. The school principal and the school-based management committee are two crucial elements; the school principal is the school's head. School-based management committees serve as a place for parents' desires to be heard. Bakwai *et al.*, (2015) found that school-community relationship is very important among secondary schools because it helps in information sharing and dissemination, provision of school facilities, finance, security, and monitoring students' progress; however, the activities engaged in by SBMCs are not geared toward promoting and improving the school-community relationship. The practice of SBM in rural and urban public secondary schools differs greatly, according to Olaseni (2019). Public secondary schools in rural areas are more effective at implementing SBM policies than public secondary schools in metropolitan areas.

The school-based management committee entails other members of the school community in school library planning. This is to guarantee that the school library satisfies the school's requirements. The school-based management committee can help to promote school library services, provide feedback, and aid in the formulation of school library policy. The committee should meet at least once a term to plan, solve problems and evaluate the entire library programme.

## **PURPOSE OF THE STUDY**

The main purpose of this study is to investigate the role of the school principal and school-based management committee in school library administration and management.

Specifically, the study seeks to:

1. Determine the role of the school principal in school library administration and management as perceived by teacher-librarians, classroom teachers, principals and parents.
2. Find out the role of the school-based management committee in school library administration and management as perceived by teacher-librarians, classroom teachers, principals and parents.

## **RESEARCH QUESTIONS**

The following research questions were posed to guide this study.

1. What role does the school principal play in school library administration and management as perceived by teacher-librarians, classroom teachers, principals and parents?
2. What role does the school-based management committee play in school library administration and management as perceived by teacher-librarians, classroom teachers, principals and parents?

## **RESEARCH HYPOTHESES**

The following null hypotheses guided the study, tested at 0.05 level of significance.

HO<sub>1</sub>: There is no significant difference in the mean ratings of teacher librarians, classroom teachers, principals and parents on the role of the school principal in school library administration and management.

HO<sub>2</sub>: There is no significant difference in the mean ratings of teacher librarians, classroom teachers, principals and parents on the role of the school-based management committee in school library administration and management.

## **METHODOLOGY**

The descriptive survey design was adopted for the study conducted in secondary schools across three states (Enugu, Anambra, and Imo) in South-East Nigeria. The respondents of the study consist of teacher librarians, school principals, classroom teachers, and parents. The sample comprised of 50 teacher Librarians, 50 school principals, 100 class teachers and 150 parents who are members of the SBMC selected using a multi-stage sampling technique. A self-developed questionnaire used for the study was titled, "Perceived Role of School Principal and School-Based Management Committee in Library Administration and Management Questionnaire. The questionnaire is divided into two clusters containing a total of 24 items with the response options Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with numerical values of 4, 3, 2, and 1 point assigned to each of the descriptive responses respectively. The validity of the questionnaire was checked by one expert in school administration and management and two experts in library and information science based on four criteria: clarity, suitability, appropriateness of the language and logic of its arrangement. The reliability of the questionnaire showed Cronbach's alpha value of .66 for cluster A and .80 for cluster B. Data were analyzed by using mean and standard deviation to answer the research questions, and ANOVA to test the null hypotheses at 0.05 level of significance

## RESULTS

**Research Question 1:** What role does the school principal play in school library administration and management as perceived by teacher-librarians, classroom teachers, principals and parents?

*Table 1:* Merged mean scores on the perceived role the school principal play in school library administration and management

S/N	Statement	Mean	SD	Kurtosis	Decision
1	Developing the school library mission	2.97	.70	-.97	Accept
2	Deciding on staffing	3.59	.64	.59	Accept
3	Planning the budget	3.09	.56	.16	Accept
4	Policy auditing and rating the school library	2.96	.70	-.97	Accept
5	Fundraising	3.59	.64	.59	Accept
6	Planning the school library accommodation	3.09	.56	.16	Accept
7	Negotiating the school library schedule, e.g. times of use	2.97	.70	-.97	Accept
8	Acquiring school library equipment	3.59	.64	.59	Accept
9	Acquiring school library-based learning resources	3.09	.56	.16	Accept
10	Ensuring the organisation and management of library-based learning resources	2.97	.70	-.97	Accept
11	Reporting the successes, activities and needs of the library to the school community	3.59	.64	.59	Accept
12	Monitoring the care and use of the learning resources	3.09	.56	.16	Accept
13	Negotiating the school library rules for learners and educators	2.97	.70	-.97	Accept

14	Continuously evaluating and developing the use of library-based learning resources.	3.59	.64	.59	Accept
<i>Total Mean Score</i>		3.23	.28	-.06	Accept

Results in Table 1 showed that all the items were perceived as the role school principal plays in school library administration and management by teacher-librarians, classroom teachers, principals and parents with a total mean score of 3.23, a standard deviation of .28 and Kurtosis of -.06.

**Research Question 2:** What role does the school-based management committee play in school library administration and management as perceived by teacher-librarians, classroom teachers, principals and parents?

*Table 2:* Merged mean scores on the perceived role the school-based management committee play in school library administration and management

S/N	Statement	Mean	SD	Kurtosis	Decision
1	Maintain school libraries with school boards' supports and when required.	3.09	.56	.16	Accept
2	Assist the school by providing books or other material for use in the school library.	3.68	.47	-1.39	Accept
3	Motivate students to make use of the library without prejudice due to origin, age, background or ideology.	3.07	.84	-1.59	Accept
4	Support the creation of local school system policies to ensure that educators have the right to play their roles in evaluating school library materials used by students.	3.21	.73	-1.08	Accept
5	Support the creation of local school system policies to ensure that parents have the right to play their role in evaluating school library materials used by students.	3.09	.56	.16	Accept
6	Support the creation of local school system policies to ensure that students have the right to play their roles in selecting and adopting school library materials.	3.09	.56	.16	Accept

7	Support the creation of local school system policies to ensure that community members have the right to play their role in selecting and adopting or removing procedures for instructional materials and school library materials.	3.09	.56	.16	Accept
8	To proffer solutions on better ways to administer the school library.	3.68	.47	-1.39	Accept
9	To influence policy development at the school library.	3.07	.84	-1.59	Accept
10	Provide schools with materials that are free of prejudice, challenging and fascinating to students.	3.21	.73	-1.08	Accept
<i>Total Mean Score</i>		3.23	.39	-.22	Accept

Results in Table 2 showed that all the items were perceived as the role the school-based management committee play in school library administration and management by teacher-librarians, classroom teachers, principals and parents with a total mean score of 3.23, a standard deviation of .39 and Kurtosis of -.22.

**HO<sub>1</sub>:** There is no significant difference in the mean ratings of teacher librarians, classroom teachers, principals and parents on the role of the school principal in school library administration and management.

*Table 3:* Analysis of variance for the hypothesis regarding the role the school principal play in school library administration and management as perceived by teacher-librarians, classroom teachers, principals and parents.

Status	N	Mean	SD	Sum of Squares	df	Mean Square	F	Sig.
Teacher Librarians	50	3.21	.28					
Class Teachers	100	3.23	.28	.038	3, 346	.013	.167	.92
Principals	50	3.20	.28					
Parents	150	3.23	.27					

Table 3 results indicate that there was no significant difference in the mean ratings of teacher librarians, classroom teachers, principals and parents on the role of the school principal in school library administration and management,  $F(3,346)=.167, p=.92$ . Therefore,

the null hypothesis that there is no significant difference in the mean ratings of teacher librarians, classroom teachers, principals and parents on the role of the school principal in school library administration and management was not rejected.

**HO<sub>2</sub>:** There is no significant difference in the mean ratings of teacher librarians, classroom teachers, principals and parents on the role of the school-based management committee in school library administration and management.

*Table 4:* Analysis of variance for the hypothesis regarding the role the school-based management committee play in school library administration and management as perceived by teacher-librarians, classroom teachers, principals and parents.

Status	N	Mean	SD	Sum of Squares	df	Mean Square	F	Sig.
Teacher Librarians	50	3.24	.36					
Class Teachers	100	3.22	.40	.021	3, 346	.007	.046	.99
Principals	50	3.24	.36					
Parents	150	3.22	.39					

Table 4 results indicate that there was no significant difference in the mean ratings of teacher librarians, classroom teachers, principals and parents on the role of the school-based management committee in school library administration and management,  $F(3,346)=.007$ ,  $p=.99$ . The null hypothesis that there is no significant difference in the mean ratings of teacher librarians, classroom teachers, principals and parents on the role of the school-based management committee in school library administration and management was not rejected.

## DISCUSSION

The findings of the study show that both the school principal and school-based management committee play a crucial role in school library administration and management. Findings also show that there is no significant difference in the mean ratings of teacher librarians, classroom teachers, principals and parents on the role of school principal and school-based management committee in school library administration and management. This

is in line with Day *et al.*, (2016) who demonstrated that the school principal is involved in personnel decisions, financial decisions, curriculum design, and the formulation of policies that are followed by both staff and students. In consonant with Eboatu *et al.*, (2018), the SBMC's responsibilities include ensuring efficient use of physical resources and fostering transparency, probity, and accountability in school finances. The SBMC, according to Iremeka *et al.*, (2021), supports libraries' rights to provide resources and information that include all perspectives on recent and prior events that are unedited in terms of bias, partisanship, or doctrinal criticism. The SBMC also helps the school by giving books and other materials for the school library. The findings corroborated those of Aryanti and Suhardan (2019), who found that the effectiveness of school-based management is heavily influenced by the leadership of school principals and school committee administrators. In line with Hoy and Miskel (2001) who noted that rewriting and evaluating rules as needed is part of the school principal's responsibilities in school library policy. The result agrees with Onderil and Makori (2013), who demonstrated that the SBMC is active in curricular and instructional decisions, encouraging communication, generating school money, and pushing state and national legislation on behalf of students. The findings of the study agree with those of Oden (2021), who stated that SBMC assists in the provision of transportation for schools as well as fundraising for the student's welfare. Furthermore, indiscipline in schools might be ascribed to a lack of cooperation between parents and school authorities, according to the report. Compared to schools with weak SBMC, schools with strong SBMC are less likely to riot. SBMC helps students improve their moral, academic, and spiritual well-being. Santos (2021) confirmed that factors such as parents collaborating with teachers aid in the moral development of secondary school students, and that teachers should put in a lot of effort by approaching parents and appealing to them to attend SBMC meetings in order to make the school environment conducive to academic learning. Olayemi (2019) established that SBMC

has neglected the very important roles that contribute to student discipline, even though SBMC does many activities in schools. Parents should attend all school meetings on a regular basis, especially those called to deal with discipline matters, and they should visit the school uninvited to monitor their children's progress. Bustari (2020) asserted that the role of principals in achieving an excellent school library is demonstrated in three ways: as an innovator, motivator, and creator of culture and a positive working environment conducive to learning. In addition, the author further asserted that in policymaking, the principal has not engaged all existing staff.

### **IMPLICATIONS FOR SCHOOL LIBRARY POLICY**

Policies governing school libraries can help improve the quality of education students receive and also acquire a better education. Simply put, a school library policy is a guideline for the operation and management of the library. It helps to maintain consistency and avoid discrepancies by ensuring that standards are met. It is used to assess how successfully a library fulfils its functions and achieves its goals, as well as the effectiveness of its systems and services. Funding, staffing, resource management and operations are all addressed in the school library policy. A school library should be managed according to a well-defined policy framework that recognizes the library as a vital resource and a hub for reading and research. A school library policy should be developed with the school's overall policies and needs in mind, and it should reflect the school's ethos, mission, goals, and objectives, as well as the school's reality. The policy should state unequivocally that the library is open to everyone. It should be created in collaboration with teachers, school librarians and administrators (i.e., principals, heads of schools, educational staff and SBMC). The draft policy should be widely distributed and supported by open discussion throughout the school community. The resulting policy should be extensively disseminated so that the philosophy, concepts, and objectives for practice and development are fully grasped, approved, and ready to be implemented. The

library's role in relation to the following components should be specified in the policy document and plans established based on the policy: formal and informal curriculum in the school; learning methods in the school; national and local standards and criteria; learning and personal development needs of students; needs of teachers; raising levels of academic achievement; developing inquiry skills; promoting and motivating reading; and open-mindedness and civic engagement.

All of these factors are crucial in developing a viable policy framework and subsequent action plans. Goals, activities, and tactics, as well as routines for monitoring and assessment, should all be included in the action plan. Policy and action plans should be active documents that are reviewed on a regular basis (International Federation of Library Associations and Institutions, 2015). Each school needs a library policy that describes the goals, priorities, plans, and procedures for providing library-based learning materials based on the curriculum needs of educators and students. The library policy for the school should be written in the context of the school's development plan and policy development process. Any modifications to the school's policy development would necessitate a review and revision of the library policy. As a result, school administrators and the school-based management committee must be informed of current trends and take an active role in the establishment of school library policies. The school's library policy is as follows: forms the basis for planning and decision-making in the library; should be referred to whenever changes regarding planning and decision-making are to be made; should be reviewed annually in order to keep pace with educational change and also to keep pace with the increased use of information and communication technology (ICT); lays down guidelines for providing a facility that functions as the information centre of the school and which can obtain information from outside sources when necessary, e.g. through borrowing from other libraries and also through using technologies such as the Internet; gives recognition to the important function of the school

librarian or library coordinator working with learners, educators, administrators and parents to carry out the mission of the school (Damon, 2001).

## **CONCLUSION**

The essence of this study was to find out the role of the school principal and school-based management committee in school library administration and management. The role of the school principal and school-based management committee in school library administration and management is crucial and holds some implications for school library policy. Findings show that there is no significant difference in the mean ratings of teacher librarians, classroom teachers, principals and parents on the role of the school principal and school-based management committee in school library administration and management. For school libraries to function properly, there must be an effective school library policy in place. School principals and school-based management committees are critical governance structures for establishing, developing, and maintaining successful and functional school libraries.

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