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Assessment of Teachers' Perception of the Provision, Use, and Maintenance of Information and Communication Technology Facilities (ICT) in Ekiti State Primary School Libraries in Nigeria

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Assessment of Teachers' Perception of the Provision, Use, and Maintenance of Information and Communication Technology Facilities (ICT) in Ekiti State Primary School Libraries in Nigeria

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Abstract

This study assessed teachers' perception of the provision, use, and maintenance of ICT facilities in Ekiti State Primary school libraries in Nigeria. The study adopted the descriptive survey research type. The population of the study comprised all public primary school teachers in Ekiti State. The multistage sampling procedure was used in selecting the sample for the study. An instrument termed "Teachers' Perception of the Provision, Utilisation, and Maintenance of ICT Facilities in Primary School Libraries Questionnaire" was used for data collection, and was validated with its reliability ascertained. The data collected were analysed using descriptive statistics (frequency counts and percentages). Findings revealed that the provision, use, and maintenance of ICT facilities in primary school libraries in Ekiti State is poor. The constraints militating against these were lack of/inadequate computer literacy among school librarians and teachers, lack of electricity, poor funding of school libraries by governments, poor funding of school libraries by non-government organisations, lack of internet services in schools, lack of staff training on ICT use, excess workload of school librarians/teachers, and insufficient time for ICT use. The study thus recommended that governments at all levels, including non-governmental organisations and other education stakeholders, should adequately fund and provide ICT facilities in Nigerian primary school libraries; teacher librarians, other teachers and learners should be motivated by all means necessary and trained in the use of and maintenance of ICT facilities in the library for teaching and learning activities on a routine basis; the several challenges affecting ICT provision, use, and maintenance in Nigerian primary school libraries should be curbed or fully eradicated where possible. The implications of the study were also highlighted.

Keywords: ICT facilities; Provision; Use; Maintenance; Primary school libraries; Teachers; Nigeria.

Introduction

The school libraries act as information centers for school staff and learners, and a gateway to the information world (Yushiana & Shahar, 2003). It houses a collection of both printed and non-printed materials. School libraries aims to provide a range of learning opportunities for both teachers and learners, and focuses on information literacy, intellectual content, and the users; and is a catalyst that joins learners with the ICT facilities and serves as a knowledge hub for teachers, learners, the school, the school community and the outside world (Fadzliaton & Kamarulzaman, 2010; Ismail, et al. 2013). More so, the school libraries also serve as a place for students to do independent work, use computers, audio-visual equipment and materials, and also hold special events such as reading club activities and dramatisation (Ismail, et al. 2013).

Primary school education provides pupils with the background knowledge for life and productivity while ensuring their proper grooming into becoming the best they can become (Charles et al., 2021). Education quality and standard especially in Nigerian primary schools can only be achieved when there are adequate provision, utilization, and maintenance of information communication and technology facilities in place. effective teaching and learning are fostered when these facilities are on the ground for the teaching-learning processes. ICT in recent times has become imperative for effective teaching and learning transactions in schools and the education system at large. It facilitates teaching methods and encourages learners` understanding of the overall lessons taught. for effective and efficient teaching and learning to occur, given the current ICT dispensation, the various ICT facilities if provided must be maximally utilized and properly maintained. This is because the processes of teaching and learning become easier with the adoption of ICT, with teachers, especially those assigned to man the school libraries, having a great role to play (Arnseth & Hatlevik, 2010; Abudu & Muideen, 2012; Gilakjani, 2017).

The advancement of Information and Communication Technologies (ICT) have resulted in inventive and developmental changes in civilizations and the world at large; this has aided learning in a variety of ways, making it more efficient, effective, and result-oriented (Osiesi et al., 2021). ICT tools are to be effectively used for teaching and learning purposes, as such, they should be made available, regularly used, and maintained continuously. Schools, librarians (teachers assigned to supervise the use of libraries in primary schools) are responsible for training learners to be useful to themselves and the society at large in the wake of information technologies. School librarians are to teach these learners the intricacies, technicalities, and skills

for information search, organisation, and use (Gilakjani, 2017); as studies have indicated that ICT tools positively influence learning and academic performance (Ghavifekr & Rosdy, 2015; Ziden et al., 2011; Onwuagboke & Singh, 2016).

Information and communication technology (ICT) has become a major engine of daily life and economic activity in today's globe, as it aids in increasing competitiveness and productivity through the utilization of data (Mangesi, 2010). According to Jimoh (2007), information and communication technology (ICT) is the management, preparation, and translation of data such as text, photographs, and diagrams into meaningful information using electronic specialized gadgets. Similarly, Ofodu (2007) described ICT as human-created digital equipment that can be used for a variety of educational and personal objectives. It is reasonable to conclude that ICT requires data processing based on the preceding concepts. The benefits of ICT when integrated into teaching and learning are profound (Mikre, 2011).

The current adoption of the ICT in teaching and learning activities is aimed at equipping learners with skills that will make them able to use such technology in their future endeavours. It also helps in reducing teachers' workload, enhancing their planning and evaluation of lessons to be taught, and exchanging information in electronic form (Oko & Michael, 2016). For efficient skills and knowledge delivery in the Nigerian education system, with special reference to the primary school libraries, entail the provision, access, use of ICT library facilities into the teaching-learning processes (Ziden, Ismail, Spain, & Kumutha, 2011). According to Kosoko-oyedeko and Tella (2010), ICT is observed to help primary school learners in learning better, and enable them to consolidate and deepen their knowledge, understanding, and skills in ICT application (Oko & Michael, 2016; Agbulu & Ademu, 2010). Teachers, especially those assigned to library management in their schools, should be abreast with the knowledge, adequate skills, and experiences needed for impactful teaching through the application/adoption of the ICT, as well as training others on it. Bamidele (2006), Ofodu (2007), and Jegede, Ebio, and Iroegbu (2019) listed the following as ICT gadgets that can be employed for teaching and learning: fax machines, electronic boards, audio sets, telephones, PCs projectors optical fiber cables, VCD, mobile devices, internet, handheld devices, CD-ROM, intranet, PPT slides, digital multi-media, DVD, LAN, TV, and Computer-Assisted Instruction (CAI); these should stored in the dedicated school libraries.

The provision, utilisation, and maintenance of ICT tools in school libraries could be the major challenges teachers encounter in their teaching endeavours. Poor ICT infrastructure in schools limit teachers' use of ICT infrastructures, and failure to maintain those on ground, forces teachers to continually improvise traditional ways of teaching (Charles, et al., 2021); and these can hinder the attainment of both learning and teaching outcomes. Research has shown that many Nigerian schools are ICT care-free, and the needed ICT facilities are not provided for in the school libraries (Eroha & Ekweme, 2007; Nwosu, 2009). Utilization of ICT facilities adds great value to academic libraries in schools, however, school libraries especially in Nigerian schools, the primary schools included; are underutilised and unknown to teachers and learners (Osiesi, et al., 2021).

Teachers in primary schools want to incorporate ICT in their classrooms, but they face several obstacles (Nzilano, 2015; Yonazi, 2012). For example, issues such as limited ICT skills, knowledge, and attitudes (Yonazi, 2012); incompetence and lack of collaboration among teachers in schools (Kafyulilo, 2015); unreliable electricity and internet services (Nzilano, 2015); and high cost of purchasing and repairing ICT resources (Kafyulilo, 2015; Onu & Ezhim, 2019). In 2006 as cited by Abubakar (2016), the education ministry in Nigeria flagged an ICT initiative termed 'SchoolNet'. Although the project aimed to equip government-owned schools and their libraries with ICT devices, more than 90% of these schools and educational activities remain manual and rudimentary (Aduwa-Ogiegbaen & Nyamu, 2005).

Nigeria at present is yet to fully incorporate ICT into its primary education curriculum. Most educational and managerial tasks in Nigerian primary schools are still manually implemented, with teachers at the level lagging in ICT knowledge and competencies, which may have been necessitated by non-provision, use, or maintenance of ICT facilities in the schools' libraries (Abubakar, 2016). It has become necessary investigating the provision and use of ICT facilities in school libraries (Ismail, et al. 2013). Most research on ICT in education in Nigeria, focuses on its perceived availability and usage in school libraries (Abudu & Muideen, 2012; Apagu & Wakili (2015), especially at the higher levels of education, neglecting the primary level. Also, given the poor budgetary allocation to primary schools in Nigeria, it becomes necessary to assess primary school teachers' perception of the provision, utilisation, and maintenance of ICT facilities Ekiti State primary school libraries, Nigeria. By extension, the

constraints militating against the provision, utilisation, and maintenance of these facilities were also investigated.

Statement of the Problem

Teachers especially in primary schools in Nigeria seem to be dissatisfied with their status regarding the use of ICT facilities in their routine teaching duties. It is expedient that these teachers are provided with the innovative ICT facilities in their various school libraries, and adequately utilise and maintain these facilities for their good and that of the profession. It is in the light of these that this study assessed primary school teachers' perception concerning the provision, utilisation, and maintenance of ICT facilities in primary school libraries in Ekiti State, Nigeria; and the constraints militating against the provision, utilisation, and maintenance of these facilities in these libraries.

Research Questions

1. What are the ICT facilities provided in Ekiti State primary school libraries?
2. What are the utilised ICT facilities in Ekiti State primary school libraries?
3. In what ways are the ICT facilities in Ekiti State primary school libraries maintained?
4. What are the constraints militating against the provision, use, and maintenance of ICT facilities in Ekiti State primary school libraries?

Literature Review

ICT facilities Provision, Use, and Maintenance in Schools

Daudi and Nzilano (2019) examined perceptions of students on the use of ICT resources in Tanzanian public secondary schools. The findings of the study demonstrated that students had a good perception and competence towards using ICT resources for learning. Abdul-Salaam's (2012) study on teachers' ICT resource usage indicated teachers' inadequate use of these ICT resources. In a study, Fakeye (2010) discovered that a big proportion of secondary schools in Ibadan (Nigeria) lacked ICT facilities and internet services. Wanjala (2013) investigated teachers' perspectives on ICT availability and use in government secondary schools

in Kenya's Kimilili District. A mixed-methods strategy was adopted by the researcher. The outcomes of the study revealed that ICT facilities in the sampled schools were inadequate and underutilized.

The study by Charles, Shizhou, Justine, Salome, Robert, and Lawrence (2021) looked at how teachers in Ugandan city primary schools in Kampala implemented ICT integration during teaching and learning, concentrating on the challenges instructors confront while adopting ICT facilities. The mixed research design was also used in this study. The findings revealed Inadequate ICT facilities and lack of time hampered teachers' and learners' access to these ICT facilities. Mwendwa (2017) study considered the provision and use of ICT facilities in public primary schools in Kenya. The Technology Acceptance Model guided the study. The findings revealed that ICT facilities were not adequately provided or used in the schools. The study by Onu and Ezhim (2019) examined the provision, functionality, and use of ICT facilities in Nigerian secondary schools for teaching purposes. The study used the descriptive survey research design. Findings showed that ICT facilities were not adequately provided, and where provided were underutilized. The study by Abubakar (2016) focused on teachers' use of ICT in secondary schools in Nigeria's northeast. In this investigation, a mixed-method approach was used. Findings indicated that the available ICT facilities were poorly used. The study by Ayeni and Ogunbameru (2013) evaluated the availability and use of ICT facilities in secondary schools in Ondo State. The data was collected and analyzed using a survey research design and quantitative methods. The findings revealed that ICT facilities were underutilized.

Constraints in the Provision, Use, and Maintenance of ICT facilities in Schools

Primary school teachers' perspectives of the constraints to incorporating ICT facilities in teaching and learning were explored by Obaydullah and Rahim (2019). The research was conducted using a mixed-methods approach. The findings revealed that primary school teachers lacked the competence to use these facilities; and the constraints identified to be militating against the provision, use, or maintenance of these facilities were lack of ICT infrastructure, equipment, and web-based materials, incompetence of teachers in using ICT facilities, lack of in-service training for teachers, and lack of technological assistance. Mwendwa's (2017) study also considered the constraints of ICT use in schools. Findings showed that lack of electricity, Inadequate provision of ICT facilities, lack of internet services, and the underutilisation of the available ICT facilities were some of the constraints. Abubakar's (2016)

study also revealed poor policy implementation, lack of basic social amenities, and insecurity as the constraints militating against ICT provision, use, and maintenance. The study by Ayeni and Ogunbameru (2013) evaluated the availability and use of ICT facilities in secondary schools in Ondo State. The data was collected and analyzed using a survey research design and quantitative methods. The findings revealed that ICT facilities were underutilized. Budgetary restraints are another ongoing challenge to providing ICT facilities in the primary school libraries. ICT facilities can be used to introduce children to the joy of reading, both for learning and for pleasure. These ICT facilities in primary school libraries are essential for running the library management system in addition to their use by pupils in the school (Neville,2012).

Theoretical Framework for the Study

The learning theory of connectivism has been appropriated for this study. The theory emphasises how ICT assists both learners and teachers, regarding learning and information sharing. Stephen Downes and George Siemens proposed the theory, which is also known as a learning theory for the digital age (George, 2005). The theory aims at clarifying the complexities of teaching learning in a socially computerized world that is rapidly evolving. As a result, the ability to use ICT resources becomes a priceless skill. These ICT technologies enable learners and teachers to access vast databases of knowledge with only a few mouse clicks, allowing them to seek out further information for the advancement of learning, teaching, and inquiry (Patrick, 2013).

Methodology

Research Design

The descriptive survey research type was adopted in this study.

Population, Sampling Technique, and Sample

The population of this study comprised all public primary school teachers in Ekiti State. The multistage sampling procedure was used in selecting the sample for the study. Complete enumeration was used in selecting the three senatorial districts of the state (Ekiti South, North, and Central). A simple random sampling technique was used in selecting a local government from each of these districts (Efon, Ido, and Emure) respectively. Five schools were also simple

randomly selected from these local government areas, and the purposive sampling was used to select only teachers who had spent at least 5 years in the selected schools. It is expected that these teachers, having spent five or more years in the selected school, should be conversant with the status of ICT-related information in the school library. In all, 90 public primary school teachers consisted the study sample.

Instrument and Instrumentation

An instrument named: "Teachers' Perception of the Provision, Utilisation and Maintenance of ICT Facilities in Primary School Libraries Questionnaire" (TPPUMIFPSLQ) was used for the data collection. The instrument was first validated by the researchers presenting it to three different scholars: two from the field of tests and measurement in education, and one from the Department of educational technology, in the federal university Oye-Ekiti, Nigeria. Their observations and feedback were adopted in improving the instrument. The instrument was divided into two sections A and B and was pilot tested thereafter to ascertain its reliability. Section A elicited responses on teachers' gender, qualifications, and years of teaching experience. Section B had four sub-sections (i-iv). Sections B(i) contained fourteen items measuring the provision of ICT facilities in the sampled school library (with Cronbach alpha index of 0.96); B(ii) consisted of eighteen items measuring ICT facilities' utilisation in the school library (with Cronbach alpha index of 0.97); B(iii) contained twelve items that measured the maintenance of ICT facilities in the school library (with Cronbach alpha index of 0.97, and the B (iv) had eight items measuring the constraints of ICT facilities provision, utilisation, and maintenance (with Cronbach alpha index of 0.98). The researchers administered and retrieved the instruments after due response from the respondents.

Data Analysis

The data collected in this study were first cleaned for missing data or non-response, analysed using descriptive statistics (frequency counts and percentages).

Results

Bio-data of the Respondents

Table 1: Teachers' Demographics

Bio-data	Description	Frequency	Percent
Gender	Male	59	58.4
	Female	42	41.6
	Total	101	100
Academic Qualification	NCE	45	44.6
	First Degree	50	49.5
	PGDE	6	5.9
	Total	101	100
Years of Teaching Experience	< 5years	17	16.8
	6-10 Years	37	36.6
	Above 10 Years	47	46.5
	Total	101	100

RQ1: What are the ICT facilities provided in Ekiti State primary school libraries?

Table 1: Table showing the provided ICT facilities in primary school libraries

S/N	Items	Provided Freq (%)	Not Provided Freq (%)
1	Computers	36 (35.6)	65 (64.4)
2	Telephone	17 (16.8)	84 (83.2)
3	Internet facilities	12 (11.9)	89 (88.1)
4	Overhead projector	14 (13.9)	87 (86.1)
5	Radio	17 (16.8)	84 (83.2)
6	Film projector	15 (14.9)	86 (85.1)
7	Tape recorder	16 (15.8)	85 (84.2)
8	Printer	19 (18.8)	82 (81.2)
9	T.V set	19 (18.8)	82 (81.2)
10	Cassette recorder	17 (16.8)	84 (83.2)
11	Smart Boards	20 (19.8)	81 (80.2)
12	Flash Drive	22 (21.8)	79 (78.2)
13	Digital Camera	20 (19.8)	81 (80.2)

14	Bulletin Board	16 (15.8)	85 (84.2)
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Table 1 indicates the ICT facilities that have been provided in Ekiti State primary school libraries. As revealed in the table, the majority of the respondents agreed that the fourteen listed ICT facilities are not provided for their use in their school libraries, while only very few respondents agreed that these facilities have been provided. Thus, since less than forty respondents agreed to the provision of the listed ICT facilities in their respective school libraries, it can be inferred that the provision of ICT facilities in primary school libraries in Ekiti State is poor.

RQ2: What are the utilised ICT facilities in Ekiti State primary school libraries?

Table 2: ICT facilities utilisation in primary school libraries

S/N	Items	Utilised Freq (%)	Not Utilised Freq (%)
1	Use of a computer to assess pupils' performance	18 (17.8)	83 (82.2)
2	Use of the internet to search for material for teaching	17 (16.8)	84 (83.2)
3	Spreadsheet grading of students' script	17 (16.8)	84 (83.2)
4	Use a search engine to download current information	19 (18.8)	82 (81.2)
5	Use computer for recording students' scores	23 (22.8)	78 (77.2)
6	Use projector for teaching/presentation	22 (21.8)	79 (78.2)
7	Use film strip application as a teaching aid	19 (18.8)	82 (81.2)
8	Use video/radio recorders to record classroom teaching and learning	22 (21.8)	79 (78.2)
9	Use emails to get feedback from pupils and parents	19 (18.8)	82 (81.2)
10	Use emails to assign classwork/homework to	19 (18.8)	82 (81.2)

pupils			
11	Use video conferencing during teaching	18 (17.8)	83 (82.2)
12	Use multimedia for class management and control.	13 (12.9)	88 (87.1)
13	Use TV to buttress teaching	13 (12.9)	88 (87.1)
14	Use of Smart Boards	14 (13.9)	87 (86.1)
15	Using computers to mark learners' attendance in class	14 (13.9)	87 (86.1)
16	Using ICT to record teachers' performance	14 (13.9)	87 (86.1)
17	Using ICT to prepare lesson plans and notes	18 (17.8)	83 (82.2)
18	Using ICT to register pupils' enrolment	15 (14.9)	86 (85.1)

Table 2 showcases the utilisation of ICT facilities in Ekiti State primary school libraries. As revealed in the table, very few respondents (less than 25) agreed to their using the various ICT facilities available in their school libraries. Therefore, it can be stated that the utilisation of ICT facilities in primary schools is also poor.

RQ3: In what ways are the ICT facilities in Ekiti State primary school libraries being maintained?

Table 3: Ways of maintenance of ICT facilities in primary school libraries

S/N	Statements	A Way of Maintenance Freq (%)	Not A Way of Maintenance Freq (%)
1	An available alternative source of electricity supply	15 (14.9)	86 (85.1)
2	Periodic organization of workshops, seminars, and conferences on ICT	15 (14.9)	86 (85.1)
3	Adequate provision of computer hardware for teachers and students	15 (14.9)	86 (85.1)

4	Training of ICT maintenance personnel in school	12 (11.9)	89 (88.1)
5	Funding from School Management	18 (17.8)	83 (82.2)
6	Funding from private organisations	17 (16.8)	84 (83.2)
7	Funding from government	15 (14.9)	86 (85.1)
8	Funding from international organisations	16 (15.8)	85 (84.2)
9	Funding from P.T.A	16 (15.8)	85 (84.2)
10	Repair of malfunctioning ICT facilities	19 (18.8)	82 (81.2)
11	Replacement of damaged ICT facilities	16 (15.8)	85 (84.2)
12	Providing security for ICT facilities	23 (22.8)	78 (77.2)

Table 3 indicates the ways by which ICT facilities are maintained in primary school libraries. Many of the respondents' response patterns have revealed that the items in the table are not a way by which the ICT facilities in their school libraries are maintained; however, very few of the respondents agreed that all the statements listed are ways of ICT maintenance in their schools. As such, the above items listed are not the popular ways of maintaining the ICT facilities in Ekiti state primary school libraries, and it can be said that ICT facilities in Ekiti State primary school libraries are poorly maintained.

RQ 4: What are the constraints militating against the provision, use, and maintenance of ICT facilities in Ekiti State primary school libraries?

S/N	Constraints	A Constraint Freq (%)	Not A Constraint Freq (%)
1	Lack of/inadequate computer literacy among school librarians/teachers	61 (60.4)	40 (39.6)
2	Lack of electricity	55 (54.5)	45 (44.6)
3	Poor funding of school libraries by	61 (60.4)	40 (39.6)

	governments		
4	Poor funding of school libraries by non-government organisations	63 (62.4)	38 (37.6)
5	Lack of internet services in schools	63 (62.4)	38 (37.6)
6	Lack of staff training on ICT use	57 (56.4)	44 (43.6)
7	Excess workload of school librarians/teachers	58 (57.4)	43 (42.6)
8	Insufficient time for ICT use	63 (62.4)	38 (37.6)

Table 4 indicated the constraints militating against the provision, use, and maintenance of ICT facilities in Ekiti State primary school libraries. A large number of respondents agreed that lack of/inadequate computer literacy among school librarians and teachers, lack of electricity, poor funding of school libraries by governments, poor funding of school libraries by non-government organisations, lack of internet services in schools, lack of staff training on ICT use, excess workload of school librarians/teachers, and insufficient time for ICT use.

Discussions

The finding of this study indicates that the provision of ICT facilities in primary school libraries in Ekiti State, Nigeria is poor. In many of the sample schools, ICT facilities were not provided in their school libraries, and very few of these schools actually had a functional school library. There is worry stemming from this finding, especially with the respite to the importance and the influence of ICT facilities in innovative teaching and learning concerns. The poor provision of these ICT facilities in primary schools may have tilted the perceptions and performance of learners and teachers at the level. This must have been necessitated by the plummeting fund allocation to education (especially the primary education) in Nigeria. This finding agrees with the findings of Fakeye (2010), Charles et al. (2021), and Mwendwa (2017) whose studies indicated a poor provision of ICT facilities in primary schools. However, the finding contradicts that of Wanjala (2013) whose study revealed that basic ICT hardware and software are provided in most schools. The reason for this contradiction could likely have been due to the different research designs used in the study (the mixed methodology) and the later's sample, which was drawn from secondary schools.

Another finding of this study showed that the utilisation of ICT facilities in Ekiti State primary school libraries, Nigeria is poor. Could it be that teachers and learners at the level do not have a positive attitude or interest in using the school libraries or the ICT facilities in these libraries are dysfunctional, or they are not provided in the first place? We believe that the poor utilisation of ICT facilities in libraries the sampled schools must have due to the fact that many primary schools do not own a library; even the few that had, was nothing to write home about, as the scanty ICT facilities therein were all in a very bad state. Teachers and learners interest towards these libraries and their facilities, could have been dampened by these. This finding supports those of Abdul-Salaam (2012), Wanjala (2013), Onu and Ezhim (2019), Abubakar (2016), and Obaydullah and Rahim (2019) who revealed that primary school teachers/learners underutilises the available ICT facilities in their schools.

The study also revealed that ICT facilities in Ekiti State primary school libraries are poorly maintained. Respondents in this study lamented that excess workload and "timelessness" on the part of school librarians/teachers assigned to look after the school library, may have resulted in their disinterest in maintaining the available ICT in their various schools; since the usual practice in the Nigerian primary schools is that a teacher teaches all the subjects in the curriculum to his or her assigned class, with little or no assistance. This finding corroborates those of Onu and Ezhim (2019), and Ayeni and Ogunbameru (2013) which indicated that ICT facilities in schools are poorly maintained. Furthermore, the study finding revealed that lack of/inadequate computer literacy, lack of electricity, poor funding by governments, poor funding by non-government organisations, lack of internet services, lack of ICT equipment, lack of staff training on ICT, excess workload, insufficient time for ICT use, and lack of ICT laboratories. These are serious concerns needing redress for an enhanced ICT provision, use, and maintenance in libraries in primary schools Ekiti State, and Nigeria in general. This is corroborated by the findings of Ayeni and Ogunbameru (2013), Fakeye (2010), Mwendwa (2017), Nzilano (2015), Obaydullah, and Rahim (2019), Yonazi (2012) and Neville (2012) that revealed the same results.

Conclusion and Recommendations

The import of the provision, use, and maintenance of ICT facilities in libraries in schools in Nigeria, especially the primary schools cannot be overemphasised. It is through it that the set goals of both teachers and learners, and the school librarians at the level are achieved. This study

assessed teachers' perception of the provision, utilization, and maintenance of ICT facilities in Ekiti State primary school libraries, Nigeria. Four research questions were articulated in the study. The descriptive survey research type was used for the study. The study population comprised of all primary school teachers in public schools in Ekiti State, Nigeria; with a sample of 101 teachers. Descriptive statistics of frequency counts and percentages were used in analysing the study data. Findings of the study revealed that the provision, use, and maintenance of ICT facilities in Ekiti State primary school libraries were lack of/inadequate computer literacy among school librarians and teachers, lack of electricity, poor funding of school libraries by governments, poor funding of school libraries by non-government organisations, lack of internet services in schools, lack of staff training on ICT use, excess workload of school librarians/teachers, and insufficient time for ICT use.

The study thus recommends that governments at all levels, including non-governmental organisations and other education stakeholders, adequately fund and provide ICT facilities in Nigerian primary school libraries, and where school libraries are non-existent, they should build one; teachers and learners should be motivated by all means necessary and trained in the use of and maintenance of ICT facilities in their teaching/learning activities on a routine basis; the several challenges affecting ICT facilities' provision, use, and maintenance in Nigerian primary schools be curbed or fully eradicated where possible.

Implications of the Study

The findings of this study have provided baseline information on the ICT facilities status of primary schools in Nigeria. The study has thus implied the need for governments and concerned stakeholders in Nigerian education to support, fund, and procure ICT facilities for use in primary school libraries. Also, the basic education boards and ministries of education would from these findings earmark a "special" budget dedicated toward the provision, use, and maintenance of ICT facilities in primary schools. Further, teachers' training colleges, institutions, and the primary school education boards are to redesign their teacher training curriculum in training and promoting teachers' knowledge, skills, and competence in the use and maintenance of ICT facilities in their school libraries. For library practice, the Nigerian society of librarians need to be alive to their duties and profession. they are to vehemently promulgate the essence of the library and its use for the education sector and the society at large. The Nigerian library

society need to pressure the government in building/establishing functional libraries, with state-of-the-art ICT facilities installed in them.

Limitations of the Study

This study is limited to ICT facilities' provision, use, and maintenance as perceived by teachers. 101 primary school teachers constituted the study sample and were drawn from Ekiti State primary schools, Nigeria. The descriptive survey research was adopted in the study, and data were collected using questionnaires and analysed descriptive statistics.

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