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# Appraisal of Library Services in Selected Primary Schools under the State Universal Basic Education Board (SUBEB) Oyo State, Nigeria

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# **Appraisal of Library Services in Selected Primary Schools under the State Universal Basic Education Board (SUBEB) Oyo State, Nigeria**

## **ABSTRACT**

*The study surveyed the availability and effective utilization of library resources in selected primary schools under the State Universal Basic Education Board -SUBEB in Atiba Local Government Area of Oyo State. The project aims at finding out the available learning resources, the services rendered in the libraries, the utilization of library resources, the problems facing the library staff and how to improve library resources and services in the local government.*

*The main instrument for the data collection was the questionnaire. One hundred and twenty (120) questionnaires were administered to pupils and teacher/librarian in the selected schools, one hundred and ten (110) were completed and returned. Descriptive statistical methods were used to analyze the collected data.*

*The findings indicated that library facilities and resources were inadequate and little attention was given to the provision of this by the government and the school authorities. Qualified library personnel were lacking which resulted in low quality service. Lack of fund and lack of awareness of library services by the users were also part of the problems facing the libraries, unconcerned attitude of people towards the library is also part of the problems.*

*To solve these, stakeholders in education, especially government and P.T.A. should provide functioning libraries in schools. This should be effectively funded and equipped with facilities, resources and personnel. There should be library user's education in the schools, it should be included in the school's time-table and lectures should be given from time to time.*

## **Keywords**

School library, library services, basic education, library needs, library funding etc.

## **INTRODUCTION**

The school library is a place in the school where information sources which are print and non-print materials are acquired, made available to meet the information needs of both the students and teachers. The school library provides an environment rich in learning stimuli, which is required in the achievement of the school educational objectives in the present day academic

pursuit. The school library provides a wide range of resources and information to learners. The aim is to satisfy learner's educational needs and also to develop good social and academic background among students. The school library is playing a supportive role to the school curriculum and the school mission statement through access to information literacy materials and programmes.

Etim (2002) observed that the school library is functionally required to support the school curriculum by providing up-to-date information to keep staff and students fully aware of new developments in the academic world. The school library offers an ample opportunity to students of varying mental capabilities to have access to materials for individualistic learning which reflect on the intellectual output and the examination results of such students. Fayose (2002) agreed to this assertion that materials in the school media centre can help to provide information in various formats and graded order of sophistication to help remedy academic deficiencies.

The school library should be able to influence the academic of its users based on its objectives, in terms of study facilities designed to create inviting atmosphere with lounge seating, individual carrels and group study rooms. Also, open stacks permit ready access to all library resources, collections and other school library media functions which easily translate into knowledge, experience and performance. The reference section of the school library should have extensive collections of reference materials in both print and electronic form.

The school library has major and significant role to play in supporting and enhancing educational goals as authored in the school's mission and curriculum. Some of the roles of school library according to IFLA/UNESCO 2000 include the following:

- Development and sustaining children in the habit and enjoyment of reading and the use of library throughout their lives
- Offering opportunities for experiment in creating and using information for knowledge, understanding, imagination and enjoyment.
- Supporting all students in learning and practicing skills for evaluation and using information, regardless of communication within the communities.
- Proclaiming the concept that intellectual freedom and access to information are essential to effective and responsible citizenship.
- Relieve poor parent/guardians of the painful obligation of buying all books for their children or wards.

- Encourage students to use books independently to seek information and to read for pleasure.
- Teach students vital library skills such as how to make notes and originate reports and essay.
- Improve their reading skills whereby students learn to read critically.
- Help them develop love for books and appetite for reading.

The school library contributes to education by encouraging reading and expanding learning resources. It also develops learning skills, critical thought, values and attitudes among others, owing to its wealth of materials and the learning opportunities. It is ideally suited to the task of making education more relevant to current circumstances and more meaningful to students. The school library is established to support the educational curriculum of schools, which could only be achieved through various means such as the provision of relevant library resources, which are relevant to the school curriculum, provision of various information services ranging from technical to readers services. It should have a balanced collection which must include printed and non-printed materials, electronic materials and audio-visuals.

In order to achieve this desire, the method of seeking information must be created. It is in recognition of these important aspects of information seeking and collecting that led the State Universal Basic Education Board (SUBEB) to establish special libraries in some selected special Public Primary Schools in Oyo State.

The old idea of “Reading Corner” was looked at as not sufficient and effective for information resources collection, dissemination and use in Oyo State Primary Schools (Fawale-Olukola, 1996). It was perhaps in view of this and in order to open the eyes and minds of primary school pupils to the reading culture for an optimal all round educational development, special school libraries were built at Model Primary Schools in Oyo State by the State Universal Basic Education Board (SUBEB) between year 2000 and 2003.

Pupils need information in all areas of their lives which will develop them mentally and help them to become important personalities in the future. It is not only social or political information that should be the need of pupils in primary schools; they need information essentially in Mathematics, Geography, Economics or Social Studies etc. Warne (1992) emphasizes the children’s information need in the area of signs and symbols. Addressing the children, she opined that if they look around they will see many different signs and symbols which help them

by giving information quickly. According to her, symbols also appear on maps, they are used to mark buildings, roads and rivers, as well as giving information about places to visit and things to do and it is only the school libraries that can provide all these information needs.

### **Statement of the problem**

In public primary schools in Oyo State before the intervention of State Universal Basic Education Board (SUBEB), hardly could one find any school library. Pupils depended solely on classroom teaching and the few textbooks that their parents and guardians could afford to purchase for them. There were no resources that teachers and children could use to enhance teaching and learning or science illustrative materials as well as audio-visual resources while pupils were not given the opportunity for independent study at their own pace. The practice then was only teaching because it focused on the needs of teachers and the preoccupation with the prescribed syllabus, which needs to be completed so that pupils may pass examinations and this makes pupils passive receivers of the teacher's ideas based on set textbooks. It does not give room for learning which focuses on the pupils and goes beyond the narrow confines of syllabuses and examinations and also help the pupils to develop psychologically, emotionally and socially because it is participatory. The study therefore surveys the resources and services of selected school libraries established by SUBEB in Atiba local government area of Oyo town in Oyo state.

### **Purpose of the study**

The purpose of this study is to examine and evaluate the resources in form of books, magazines, newspapers and audio-visual materials that are available in the school libraries and their usage by the primary school pupils in Atiba Local Government area in Oyo town.

### **Significance of Study**

This study would provide adequate information on the availability, relevance and usefulness of school library media resources, better than that of the traditional library system which could not generate enough resources and influence on the academic life of its users. The study would highlight the information on adequacy and availability of school library resources and services to the needs of the students as it affects their academic performance. The study would enable the policy makers, educational administrators, school authority and teachers to understand the need

for a standard school library in each primary schools which encourages individualized learning and enables the learners to study at their own pace and time using relevant and up-to-date facilities. This would help to reduce the rate of students' failure in the school examinations and also strengthen and improve reading and library use habit of students.

### **Objectives of the study**

The main objective of this study is to determine the extent or level of provision of library resources and usage in selected primary schools, while the specific objectives are to:

- Examine the level of available resources.
- Determine the extent of use.
- Investigates type of resources most needed.
- Evaluates the level of funding and supports for school libraries.
- Determine the information need of students.

### **LITERARURE REVIEW**

Omoyale (2001) opined that the school library offers programmes that promote the effective utilization of the library collection by students and provide materials needed to supplement student's class work for it is impossible for the teachers to teach everything they would like their students to know about a subject. The school library should provide programme that will develop the student's reading skill to achieve their potential and to prepare children to continue learning after they leave school when they can no longer enjoy the assistance of the teacher. The available resources and facilities in the school library should be used by teachers while preparing their lesson by incorporating reading materials available in the school into the lesson plan. According to Grant (1996) the school library is to provide students with tools for coping with both known and unknown types of knowledge enabling life long process of independent learning which was one of the focus aims of usage of library in primary schools. The main place for providing those tools is the school library for it contains information related to students' main field of study and to other areas that are of interest to their own ways, helps them to the characteristics and needs of each student. Ogunsheye (1991) stressed that a modern school library gives an awareness of the wide scope of knowledge and therefore stimulates the desire to find how to investigate and collect information. It gives opportunity for the individual child to learn according to his own talent or learning style. In order to promote the objectives of the school it serves, the library must

be an organized collection of books and non-book learning resources which are relevant to the students' education. The modern school library should have a book collection and audio-visual collection; comprising of pictures, flashcards, motion pictures, posters, models, education games, photography, slides, regalia and specimen. These resources are supposed to meet the needs of the teachers and students.

Ekere (2000) identifies the non-book media in school libraries as audio player/cassettes, video cassettes/player, film projectors, slides, overhead projectors, computers, transpires, disks, ink, and video compact disc player. Elaturoti (2000) calls the school library a refuge, a part of call for readers in search of adventure, a tree for children who climb high on the process of discovering life. As such, the school library should be a comfortable; pleasant environment with informal seating (mats, cushions, soft chairs), a quiet atmosphere for pleasure reading and socializing. Dike (2005) describes the school library as "an oasis of information". Social activities include story hours, play lets, drama, film, music and debates.

Bonny (1994) reported the effects of UNESCO at developing school libraries in Africa. Its role in school library development in Africa commenced in 1966 with the agreement signed with the Federal Government of Nigeria for the establishment of a pilot project on school libraries in Lagos, Nigeria. Under the agreement, UNESCO provided expert assistance in school library work, financial assistance for books and equipments. Fayose (1995) asserted that there is an increasing awareness of the importance of learning resources in the education of children and young people all over the world. The concept of school library has gained grounds in the developed world since 1960s, but it is only just being recognized and accepted in developing countries.

Oyegade (2003) opined that, "books are synonymous to development and without books modern education would have no parameter for measurement in the lives and performance of learners". Oyo State as one of the major cities in Nigeria should be able to build schools with standard school libraries which would in-turn reflect significantly on the way and manner students work and perform in various academic skills and learning ability.

### **Importance of School Library to Primary School Education**

The school library is the bastion of information and knowledge that help to shape the programmes and curriculum of schools Osunkoya (2009). According to Chan and Costa (2005), school library enhances support for effective curriculum development which provides both

resources and personnel to ensure that the learners can be effective in the use of ideas and information through text and multimedia programmes. Amucheazi (2001) opined that today's school is excellent because the direct support of the school library is fundamental to the basic design and optimum implementation of an educational programmes of excellence. The essence of the school library resource centre is basically to support and enrich the formal curriculum of the school, to act as a broadening influence by providing students with the means of studying theories and ideas put forward by others than their teachers or textbooks and to facilitate research.

### **Effects of School Library on Teaching and Learning**

Kakoma (2000) from her various researches into the use of school libraries and the quality of staff in the libraries concluded that children who used school libraries were better readers. They acquire greater educational gains than pupils without library facilities. Karlinger (1996) observed that schools and libraries were partners in education and that illiteracy could not be wiped out without the help of libraries. He further argued that children who were starved of reading materials while in school lost some knowledge and skills they gained in school after school.

The impact of the school library on academic achievements is well documented in the USA. A study conducted by Lance et al, (2000) considered a greater range of librarian activities in order to gain an insight into which activities make the difference to achievement and these included available data about services, the collection of such data, online access to information, annual expenditures, policies and management. The summary of the findings is that the test scores tend to be higher where there are cooperative relations with the librarians, the teachers and the students and even the other library staff members of the school library because the students will be able to receive information skills instruction with library staff input and this will allow the students to make maximum use of library materials for their information needs. These key findings supported the findings from previous studies by Udoh, (1998) which indicate a positive relationship between the presence of a school librarian and student academic achievement which cannot be explained entirely by school size, teacher staffing levels and funding.

### **Brief History of Atiba Local Government Area of Oyo State**

Atiba is a Local Government area in Oyo town in Oyo state, Nigeria. It was formed in 1991 during Gen. Ibrahim Babangida's administration. The former Oyo Municipal Government was divided into three local governments of which Atiba Local Government was one of them. The

Local Government area has its headquarter in Ofa Metta in Oyo town. It has an area of 1,757km<sup>2</sup> and a population of 169,702 at the 2006 census. It has four primary schools and three secondary schools evenly distributed in the communities making up the local government. The postal code of the area is 203.

Among the schools in Atiba local government areas are: Methodist Model School, Apaara, Oyo which was established in 1998, L. A. Model Town School, Sabo, Oyo which was established in 1994 while Ansar-U-Deen Model School, Akeetan, Oyo was established in the year 2000.

### **Sample Study**

The three libraries in this study have separate building for the libraries, which were built by the State Universal Basic Education Board, Oyo State. Those libraries were beautifully built at strategic location in the schools for easy access to every class in the school and also to all the community which they serve. The reading area is spacious, well ventilated and lighting. The room capacity could conveniently accommodate about 100-250 pupils at a time. The libraries are reasonably staffed with either Para-professional librarian or teacher librarian and with library assistants that assist the teacher librarians. The chairs and reading tables are decently constructed to suit the age of the pupils. However, the reading tables are not partitioned thus encourage free discussion and noise making by the pupils. The materials in the libraries are not classified and catalogued, the record of books or materials are kept in a long hard cover note book as ledger. Books borrowed by the pupils or teachers were recorded in another long exercise book by recording the names of the borrower, the class and date the book(s) would be returned.

### **Population of the study**

Population in research means the total number of people whose characteristics are being studied. The population of this study is the students, teachers and teacher librarians of the three selected public primary schools under Atiba local government area in Oyo town.

### **Sample and sampling techniques**

A sample is a smaller group of elements drawn through a definite procedure from a specified population. The samples in this study are members selected from the population in each school. This comprises of the teachers, teacher-librarians and students. The total number of respondents to be selected from the libraries will be as follows:

- |   |                                     |   |    |
|---|-------------------------------------|---|----|
| - | Methodist Model School, Apaara      | - | 50 |
| - | Ansar-Ud-Deen Model School, Akeetan | - | 30 |

**TOTAL = 120**

Random sampling method was adopted to select teachers and students that will be used for the study.

**Results**

**Research Question 1:** How often do you use the library?

Frequency of Library use : Table 1

| VARIABLE     | FREQUENCY  | %          |
|--------------|------------|------------|
| Regularly    | 50         | 56.7       |
| Occasionally | 36         | 34.6       |
| Never        | 15         | 8.7        |
| <b>Total</b> | <b>110</b> | <b>100</b> |

**Research Question 2:** How often do you use these available materials?

Usage of Library Resources: Table 2

| Items              | Regularly |       | Occasionally |       | Never |       | Total |
|--------------------|-----------|-------|--------------|-------|-------|-------|-------|
|                    | Value     | %     | Value        | %     | Value | %     |       |
| Reference Books    | 75        | 72.1  | 20           | 19.2  | 15    | 8.7   | 110   |
| Dictionary         |           |       |              |       |       |       |       |
| Encyclopedia       | 22        | 18.2  | 40           | 38.5  | 48    | 42.3  | 110   |
| <b>Fiction</b>     | 78        | 73    | 26           | 21.2  | 6     | 5.8   | 110   |
| <b>Non-Fiction</b> |           |       |              |       |       |       |       |
| Religion           | 38        | 34.6  | 68           | 63.5  | 4     | 1.9   | 110   |
| Social Studies     | 38        | 34.6  | 68           | 63.5  | 4     | 1.9   | 110   |
| Language           | 48        | 43.4  | 32           | 29.0  | 30    | 27.27 | 110   |
| Arts               | 35        | 31.82 | 50           | 45.46 | 25    | 22.72 | 110   |
| Science            | 58        | 54.2  | 24           | 19.2  | 28    | 26.9  | 110   |
| Literature         | 78        | 72.1  | 24           | 20.2  | 3     | 7.7   | 110   |

|           |    |      |    |      |    |     |     |
|-----------|----|------|----|------|----|-----|-----|
| Journals  | -  | -    | 32 | 27   | 78 | 73  | 110 |
| Newspaper | 86 | 78.8 | 18 | 15.4 | 8  | 5.8 | 110 |

The table indicates that 75 (72.1%) of the total respondents (one hundred and ten) use dictionary regularly, 20 (19.2%) use dictionary occasionally and 15 (8.7%) never used dictionary, 22 (19.2%) of the respondents use Encyclopedia occasionally while 48 (42.3%) never used encyclopedia at all.

Out of one hundred and ten respondents 78 (73%) use fiction books and 26 (21.2%) use fiction occasionally, while 6 (5.8%) never used fiction books. 38 (34.6%) of respondents used religion books regularly and 68 (63.5%) used it occasionally while 4 (1.9%) never used the books on religion at all. 38 used social sciences regularly, 68 (63.5%) used it occasionally and 4 (1.9%) never use social science books. 58 (54.2%) use books on sciences regularly, 24 (19.2%) use it occasionally and 28 (26.9%) never used science books. 78 (72.1%) used books on literature regularly, 24 (20.2%) use it occasionally while 3 (7.7%) never used literature books. 32 (27%) use journals occasionally and 78 (73%) never used journals. 86 (78.8%) use newspaper regularly, 18 (15.4%) used newspaper occasionally while 8 (5.8%) never use newspaper.

When do you visit the Library?

**Research Question 3: Frequency of Visit to the Library: Table 3**

| VARIABLE                  | FREQUENCY  | %          |
|---------------------------|------------|------------|
| During the Library Period | 16         | 12.5       |
| During the examination    | 68         | 65.4       |
| At my leisure time        | 26         | 22.1       |
| <b>Total</b>              | <b>110</b> | <b>110</b> |

The table indicates that 68 (65.4%) of the respondents use school library during examination period, while 26 (22.1%) goes to the library at their leisure time and 16 (12.5%) use library during library period.

**Research Question 4: Which of these library resources did you use?**

Types of Books borrowed in the Library: Table 4

|                       | Yes   |      | No    |      | Total |
|-----------------------|-------|------|-------|------|-------|
|                       | Value | %    | Value | %    |       |
| Fiction (Story books) | 96    | 89.4 | 14    | 10.6 | 110   |
| Non-fiction           |       |      |       |      |       |
| General works         | 29    | 25   | 81    | 75   | 110   |
| Textbooks             |       |      |       |      |       |
| Family Living         | 36    | 36.5 | 74    | 63.5 | 110   |
| Arts                  | 80    | 75   | 30    | 25   | 110   |
| Religion              | 12    | 8.7  | 98    | 91.3 | 110   |
| Social Studies        | 59    | 53.8 | 51    | 46.2 | 110   |
| Language              | 43    | 38.5 | 67    | 61.5 | 110   |
| Pure Science          | 58    | 53.8 | 51    | 46.2 | 110   |
| Literature            | 80    | 75   | 30    | 25   | 110   |

The Table represents the types of books borrowed in the library by the students and teachers, from it 96 (89.4%) of the respondents borrowed fiction books, 29 (25%) borrowed books on general works while 86 (82.7%) have interest in borrowing textbooks.

**Distribution of staff in the selected libraries: Table 5**

| Staff                | Meth. Model School | Ansar-Ud-Deen Model School | L. A. Model Town School |
|----------------------|--------------------|----------------------------|-------------------------|
| Prof. Librarian      | -                  | -                          | -                       |
| Para-Prof. Librarian | 1                  | -                          | -                       |
| Teacher Librarian    | -                  | 1                          | 1                       |
| Library Assistants   | 1                  | -                          | 1                       |
| Library Attendants   | -                  | -                          | -                       |
| Technicians          | -                  | -                          | -                       |
| <b>Total</b>         | <b>2</b>           | <b>1</b>                   | <b>2</b>                |

From the table above, only one school was able to employ a Para-Professional Librarian, there are Teacher Librarians in two schools, the teacher-librarians have no librarianship qualifications. Two schools have Library Assistants, there are no Library Attendant and Technician in the schools.

**Through which means do you acquire your Library Collections?: Table 6**

| <b>Methods</b> | <b>Meth. Model School</b> | <b>Ansar-Ud-Deen Model School</b> | <b>L. A. Model School</b> |
|----------------|---------------------------|-----------------------------------|---------------------------|
| Purchase       | Yes                       | No                                | No                        |
| Gift           | Yes                       | Yes                               | Yes                       |
| Donation       | No                        | No                                | No                        |
| Exchange       | No                        | No                                | No                        |

The table shows that only Methodist Model School acquire their collections through purchase and gifts, the remaining two schools acquire their collections through gifts alone which means there is no special budget earmarked for the purchase of library collections in these schools.

**Library Annual Budget: Table 7**

| <b>School Libraries</b>             | <b>Annual Budget</b> |
|-------------------------------------|----------------------|
| Methodist Model School, Apaara      | 20,000.00            |
| L. A. Model Town School, Sabo       | 15,000.00            |
| Ansar-Ud-Deen Model School, Akeetan | 12,000.00            |

From the table above, it is observed that budget allocation for the school libraries is too small, this is one of the reasons for the poor state of nearly all our school libraries.

**Availability of Materials in the Library: Table 8**

| S/N | Items              | Ansar-Ud-Deen<br>Model School | L. A. Model<br>School | Meth. Model<br>School |
|-----|--------------------|-------------------------------|-----------------------|-----------------------|
| 1.  | Reference          |                               |                       |                       |
|     | (a) Dictionary     | 2                             | 2                     | 5                     |
|     | (b) Encyclopedia   | 1                             | 1                     | 1                     |
| 2.  | Non-fiction Books  |                               |                       |                       |
|     | (a) Social Studies | 30                            | 10                    | 120                   |
|     | (b) Language       | 70                            | 80                    | 100                   |
|     | (c) Pure Science   | 30                            | 30                    | 40                    |
|     | (d) Arts           | 30                            | 45                    | 150                   |
|     | (e) Literature     | 15                            | 20                    | 50                    |
|     | (f) Fiction Books  | 120                           | 140                   | 180                   |
| 3.  | Magazine           | 10                            | 15                    | 20                    |
| 4.  | Newspaper          | 5                             | 7                     | 10                    |
| 5.  | Audio-Visua        |                               |                       |                       |
|     | (a) Wall Charts    | 8                             | 15                    | 20                    |
|     | (b) Globe          | -                             | 1                     | 1                     |
|     | (c) Television     | -                             | -                     | -                     |
| 6.  | Flash Cards        | 2                             | 2                     | 5                     |

This table indicates that Methodist Model School tends to have more volumes of books than other remaining schools.

All the schools surveyed did not have any Audio-Visual materials but few have wall charts, globe and flash cards. Meanwhile increased awareness on use of digital resources by School Librarians had been recommended by Towolawi (2014) based on its numerous advantages and ease of use.

## **Discussion of findings**

This work examined the study of resources and services of selected school libraries in Atiba Local Government Area of Oyo State. This was initiated by the desire to determine how available and how well utilized are the library resources in the selected primary schools.

The schools studied were:

- Methodist Model School, Apaara, Oyo
- Ansar-Ud-Deen Model School, Akeetan, Oyo
- L. A. Model Town School, Sabo, Oyo

From the introduction and the review of literature of this study, it was obvious that good library is indispensable to meet certain standard in order to achieve the expected objective. The study revealed that all the selected schools had libraries with long years of establishment but the collections fell below expectations and there were unqualified and inadequate personnel to man them. It further revealed that the library accommodation and seats for users were grossly inadequate.

The investigation also revealed further that the infrastructural facilities were not adequate, most of the libraries need more chairs and tables, shelves, lighting facilities, fans or air conditioners, Unagha (2008) also observed that the school renovation and construction project of the UBE (Universal Basic Education) doesn't include provision of space for library. Nevertheless, numbers of books stock in each of the library were too small compared to the user's populations and most of these books were already outdated. Little attention was given to the procurement of journals and magazine. Audio-visual materials were mainly of charts, maps and globe. Survey showed that all the selected school libraries had no catalogue cabinet, users need to browse round the shelve or seek for help from the library staff to get any material needed, also little or no attention was given to users education.

The study revealed that majority of the students visit the library to read their personal books while majority of the teachers visit the library to use library books for teaching. It further revealed that users failed to visit the library because they do not know how to locate the needed materials and also how to make use of the resources. The survey also discovered that textbooks

were the most patronized library resources in the selected school libraries; this was followed by the reading of newspapers. The findings also revealed that there was no separate budget to finance the library in all the selected schools, and this lack of funds had grossly and seriously affected the development and effectiveness of the school libraries in terms of provision of adequate library resources and which is hindering the standard of education in our schools.

If government could follow strictly the reversed version of the National Policy on Education (1981), school libraries would be adequately funded. There is a gain-saying that library, if adequately stocked with better and current information, well classified and shelves, would attract user commodity to itself and their information requirements satisfied unconditionally.

### **CONCLUSION**

From this study, the importance of library in schools cannot be over-emphasized, and part of what account for falling standard in Education today is the poor reading habit and this is because school libraries are far below standard coping with lack of adequate infrastructural facilities, resources and personnel.

Considering that a good school library is a catalyst to a successful teaching and learning process, there is no amount of effort made by the stakeholders in primary schools education to ensure adequate and effective library service that is too much. Government should endeavour to equip primary school libraries with more books and audio-visual materials, they should also recruit qualified personnel who will process these materials for effective utilization to improve teaching and learning process.

### **RECOMMENDATION**

The result of the study indicated that library resources and services are not adequately provided in the schools. The little available ones were not well utilized. To make library resources available and put into maximum utilization, the following recommendations are preferred:

“In Oyo State education is free” so says the slogan of the present government, everything cannot be free; stakeholders in education should be allowed to play certain role. We are grateful for the recent return of P.T.A. in schools, they should be saddled with the responsibility of providing furniture (chairs, tables, shelves), provision of lighting facilities, fan and air-conditioner etc. in school libraries, this will alleviate government burden and a well facilities equipped school library will be achieved. Similarly, Unagha (2008) had also canvassed for remodeling and

construction of decent space for library building as well as inclusion of adequate orientation of students.

Government should direct the State Library Board to take over the employment of library personnel from the State Teaching Service Commission. This will give room for employment of qualified personnel to run the school libraries. The state library board should however not relent in the training of the lower cadre library staff.

For easy access to library materials, cataloguing and classification of these materials are very important. This important aspect has been neglected by most schools. In spite of this, the State Library Board should give training and provide Dewey Decimal Classification Schemes and Anglo American Cataloguing Rule II (AACR2) which are tools for cataloguing and classification of library materials, these tools are very expensive and the primary school management cannot afford them. It would be better if Oyo State Government through Oyo State Library Board could procure audio-visual, journals and magazines at least twice in a year for distribution to school libraries, these would make teaching and learning more effective.

Furthermore, library budget in schools are too small to make any impact, it would be better if government can improve on this and earmark a substantial amount for library use.

The State Ministry of Education should mandate the inclusion of library lessons in the school's time table; this would go a long way in improving users' knowledge in the use of the library, this was similar to the recommendation of (Sote *et al...*, 2011)

Finally, Oyo State Library Board should ensure that they visit school libraries at least twice per term; these unscheduled visits will make both the school management and the library staff sit-up, face their responsibilities and do it to the best of their ability which will later help both the school and the government to achieve the expected objective.

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