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# **STATUS OF SCHOOL LIBRARIES IN STATE CAPITALS IN NIGERIA: A STUDY OF SELECTED SECONDARY AND PRIMARY SCHOOLS IN ASABA, DELTA STATE, NIGERIA**

**BY**

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## **Abstract**

*This study examines status of school libraries in state capitals in Nigeria, using Asaba, Delta state, Nigeria as a case study. The total population for this study comprised of one thousand, one hundred and eighty (1,180) male and female staff who as at the time of this study are working in secondary and primary schools in Asaba, Delta State, Nigeria. 118 respondents were drawn from the total population using random sampling technique. Questionnaire was used to collect data and a total of 118 questionnaires were distributed, all were duly completed and found usable therefore there was 100% response rate. The data collected for this study was analyzed using simple percentage and frequency counts. The study found that information bearing materials such as science textbooks, arts textbooks, business and commercial textbooks, vocational subject texts, English dictionaries and other reference books and magazines are available but outdated and insufficient in school libraries in Asaba, Delta State. It is also clear from the study that reading tables, reading chairs and shelves are available and sufficient, whereas fans and display racks are available but insufficient and air conditionals are not available in school libraries in Asaba. This study also revealed that only few staff of school libraries in Asaba, Delta State, Nigeria are qualified library personnel (librarians) while majority of the staff working in school libraries in Asaba are not professional library staff signifying that the quality of manpower in school libraries in Asaba, Delta State, Nigeria is very poor. In view of the findings, the researcher recommends that the management of school libraries should as a matter of urgency priorities the acquisition of current textbook on all subject areas for the consumption of their staff and students, the government and school library management in Asaba should endeavor to employ qualified staff (librarians) to work in their school libraries. This is to allow for quality, timely and effective service delivery in school libraries and will also guarantee the proper care and safety of the information resources available in school libraries among others.*

**KEYWORDS:** *Status, school libraries, Asaba, Delta State, Nigeria.*

## **Introduction**

In this 21st Century, the use of library is a culture that needs to be developed in our youths through a well-planned library education program. To ensure that library use becomes a lifelong habit amongst teenagers and youths, library use act should be inculcated in the educational life of every youth. It is therefore essential for school at the primary and secondary school education level to improve their school library to facilitate literacy, education, social and cultural development (Zaid, 2003). The significance of a library in an academic environment is inestimable most especially at the foundational stage of education. The development of academic culture in the life of adults takes its root from effective use of school library. According to Morris (2013), the school library exists to provide a range of learning opportunities for both large and small groups as well as individuals with a focus on intellectual content, information literacy, and the learner. The school library should form the foundation of a child's independent use of information. This foundation is expected to consolidate the child's use and analysis of information at a higher level of learning and indeed throughout the child's life, when formal education would have terminated. The role of the school library, is therefore fundamental in the stimulation of learning skills, creative and reflective thinking, and more importantly, independent self-learning (Ogwu, 2010). It is pertinent to note that for proper creation and development of moral values among the teenagers and the youths, through education, school libraries plays many vital and important roles. Identifying the objectives of school libraries, Adefarati (2002) asserted that the major aims of school libraries are to:

1. to encourage the development of skill in reading
2. to prompt reading habits to some literacy appreciation
3. to sort for subject information center and support the school curriculum
4. to inculcate intellectual development

The school library provide avenue for independent work for the students. It enables them gain access to equipments and facilities which hitherto might not be affordable to the students. Such equipments include computer, internet facilities and a host of research materials. The school library equips students with lifelong learning skills and develops the imagination thus enabling them to live as responsible citizens. The role of the school library and information programs and services according to CMIS (2013) is to:

1. Facilitate the planning and implementation of learning programs that will equip students with the skills necessary to succeed in a constantly changing social and economic environment.
2. Provide and promotes quality fiction to develop and sustain in students the habit and enjoyment of reading for pleasure and to enrich students' intellectual, aesthetic, cultural and emotional growth.
3. Cater for differences in learning and teaching styles through the provision of and equality of access to, a wide range of materials, fiction and non-fiction, print, audio, video and digital and;
4. Provide teachers with access to relevant curriculum information and professional development materials within and outside the school; and opportunities to cooperatively plan implement and evaluate learning programs which integrate information resources and technologies.

It is expected that school libraries are equipped with human and material resources considering the enormous task placed on them to transform the youths of today to leaders of tomorrow. It is however pathetic that the state and status of school libraries in developing countries such as Nigeria is very poor as most school libraries in Nigeria could be regarded as warehouse for old books, some of which were covered with dust that had gathered over time, with mismatched chairs and tables blending well with the ageing bookshelves. Funmilayo (2013) asserted that in the Northern part of Nigeria, development of school libraries have been described as "accidental", even though almost all the secondary schools had libraries but books were not there. One of the major challenges of school libraries in Nigeria is the lack of finance, accurate and up-to-date library resources and data. Despite the various challenges enumerated in school libraries in Nigeria, there exist little or no data on the current situation of school libraries in State Capitals, Delta State inclusive. It is on this note that this study seeks to examine the status of school libraries in state capitals in Nigeria, using Asaba, Delta state, Nigeria as a case study.

### **Statement of Problem**

In Nigeria, research has shown that the quality of graduates produced in the jet age (21st Century) is very poor, as an average Nigerian attend schools with the aim of graduating in order to acquire certificate to qualify them as working class for earning a living rather than imbibing the moral and cultural value that will make them a complete individual that can compete in the society through quality education. The provision of this quality education rests on the shoulders of library at the primary and secondary levels as these are the foundation which individuals build upon. It is however disheartening that school libraries have been failing in their duties as a result of their poor status which has had adverse effect on the academic productivities of teenagers and youths and consequently impacting on the quality of tomorrow's leaders negatively. Adeoti-Adeleke (2000) pointed out that reasons for poor utilization of school library resources include: lack of adequate furniture, obsolete library collection, unqualified library personnel,

poor funding and apathy on the part of government and school heads towards school library development. This poor state of school libraries especially in state capitals in Nigeria where much attention should be given to educational development of the youths and teenagers through the development of befitting school library calls for concern. It is on this basis that this study sets out to examine the status of school libraries in state capitals in Nigeria, using Asaba, Delta state, Nigeria as a case study

### **Objectives of the Study**

The main objective of this study is to examine the status of school libraries in State Capitals in Nigeria, with particular focus on Asaba, Delta State Nigeria. The specific objectives of the study are to:

1. know status of the library materials available in school libraries in Asaba, Delta State, Nigeria;
2. know the status of furniture and other gadgets available for use by the students in school libraries in Asaba, Delta State, Nigeria;
3. To ascertain the academic qualification of the manpower available in school libraries in Asaba, Delta State, Nigeria;
4. ascertain the extent of ICT facilities adoption in school libraries in Asaba, Delta State, Nigeria and

### **Research Questions**

The following research questions have been raised to guide this study:

1. What is the status of the library materials available in school libraries in Asaba, Delta State, Nigeria?
2. What is the status of the furniture and other gadgets available for use by students in school libraries in Asaba, Delta State, Nigeria?
3. What is the academic qualification of the manpower available in school libraries in Asaba, Delta State, Nigeria?
4. What is the extent of ICT facilities adoption in school libraries in Asaba, Delta State, Nigeria?

### **Literature Review**

The school library is crucial in the teaching and learning processes. School library is the type of library established in a primary or secondary school. It is an integral part of the school community. School library pursues the vision, principles of the school management (Akande & Bamise, 2017). Fakomogbon, Bada and Omiola (2012) opined that school library helps to support the school curriculum by providing up-to-date information to keep teachers and students abreast of new development. The school library compliments the work of the classroom teacher with the ultimate goal of ensuring that each student has

equitable access to resources, irrespective of home opportunities or constraints. Afolabi (2016) asserted that, a school library by minimum standard of policy outline should consist of books, pamphlets, paper cuttings, gazettes and government publications, atlas, maps and charts, photography records, films, record players, cassette tapes/ payers, film projections, slides, pictures, photographs, realia and periodicals. School library collections will not be complete without reference books, non-fictions and fictions. There is the need to provide these school library resources in order to provide a clear path towards the realization of curriculum goals of school subjects and develop mentally teenagers and youth that can transform their society to a better world. It is however worthy of note that irrespective of the quantity and quality of information materials available in school libraries, the libraries cannot be considered of a high standard or status without the presence of a qualified librarian.

Kachel (2011) in a study of school library research summarized: A graduate class project at Mansfield University asserted that a strong school library is staffed by the library team of a state certified or licensed librarian supported by clerical assistance; has up-to-date books, materials, equipment and technology, includes collaboration between classroom teachers and school librarians and supports the development of digital literacy skills. The role of school librarians goes beyond every day ordinary library routine of stamping books, charging and discharging of books, they are saddled with the responsibility of understanding and nurturing students and their reading, guiding them to navigate the maze of books and impact them with the core skills they need to improve the quality of their study (Akande & Bamise, 2017). The situation of staffing of school libraries in Nigeria is very poor. Most primary and secondary schools in Nigeria lack the quality library personnel. Some researchers have explained the reasons for the poor utilization of library resources in secondary schools. Fayose (2002) for instance in her survey on students' use of secondary school library resources in Ibadan and Benin City found out that the reason why many libraries have remain infective appendages of their school is that they are managed by ill prepared and incompetent staff who had not the least idea of what their duties are let alone understanding what role the school library should play in the intellectual and social life of the school. Ajegbomogun and Salaam (2011) stated that staffing is also part of the problems hindering effective use of library and information centre in primary and secondary schools in Nigeria. The idea of using unqualified personnel as school/teachers/librarian has not helped matters as most of them will not be able to assist in the full exploitation of library resources as they were not educationally equipped to do so. Also, in a study conducted by Zaid (2003) on library development in selected private secondary schools in Lagos state, findings reveal that staffing in some of the libraries is very poor and unsatisfactory. The study concluded that there is no way a library can be said to be well developed when the library is not organized and supervised by a librarian who should be in a better position to teach the pupils on the use of library.

Commenting on the availability and use of information resources in school libraries, Oman and Urhiewhu (2016) in their study found that the availability and utilization of library resources in secondary schools in Taraba State, Nigeria is very poor as these information resources are not available in the right quantity and quality and hence are poorly utilized. Also, Popoola (2013) as cited by Oman and Urhiewhu (2016) observed that in most secondary schools, library resources are either unavailable or poorly utilized and as such are the leading cause of poor performance and failures in external examination. Adeoti-Adeleke (2000) in her study showed that reasons for poor utilization of library resources include: lack of adequate furniture, obsolete library collection, unqualified library personnel, poor funding and apathy on the part of government and school heads towards school library development. Also, the poor level of ICT adoption in has contributed immensely to the poor utilization of school libraries. In a study conducted by Nwasinachi Bernadette (2014) on assessment and prospective application of information and communication technology usage among secondary school teachers in Enugu Urban, Nigeria, findings reveal that most of the important ICT facilities were not available in the schools and the school library. A good percentage of the teachers claimed that computers, Television sets and video equipment were available in their schools, while other ICT facilities like internet, Radio (tape recorder), Projectors, Scanner, Digital camera, slide Disc player, film strips and electronic notice boards were not available. This means that the level of adoption of ICT facilities in school libraries and overall development of school libraries in Nigeria is still at its infancy.

### **Research Design and Methodology**

A descriptive survey research design was adopted for this study. The target population for this study is male and female primary and secondary school teachers from twenty five schools selected in Asaba, the capital of Delta State in Nigeria. These include 7 schools which have the trio combination of nursery, primary and secondary schools, 15 secondary schools 3 primary schools which all make up the 25 schools selected for the study. The total population of the study comprises of one thousand, one hundred and eighty (1,180) male and female staff who as at the time of this study are working in the secondary and primary schools understudy. The fact that the population of this study is large, the use of sample becomes very necessary. This is because, as Ekeh (2003) puts it, it is impossible for a researcher to use as subject every member of a large population for reasons of limitations in financial resources, time, efforts and scope. Jen (2002) therefore reported that if the population is large, say in thousands the percentage of population to sample should be a minimum of 10%. For these reasons, the researcher selected 10% of the total population using probability sampling technique to draw out 10% of the total number secondary and primary school teachers which give equal chance to all the teachers understudy to be selected. Hence, 118 samples were drawn from the total population which forms the total sample size. The instrument used for

data collection was a structured questionnaire which was distributed to the respondent face to face at their offices. A total of 118 copies of questionnaire were distributed and all were duly completed and found usable, therefore there was 100% response rate. The data collected for this study was analyzed using simple percentage/frequency count and bar charts.

**Table 1: Name, type and ownership of the schools selected for the study**

S/N	Name of School	Type	Ownership
1	Asagba Mixed Secondary School [Asaba]	Secondary School	Public
2	Niger Mixed Secondary School, Asaba	Secondary School	Public
3	Osadenis Mixed Secondary School, Asaba	Secondary School	Public
4	Infant Jesus Academy, Asaba	Nursery, Primary and Secondary School	Private
5	Madonna International College, Asaba.	Secondary School	Private
6	Marble Hill School, Asaba	Secondary School	Private
7	Rosebud Nursery and Primary School, Asaba	Nursery and Primary school	Private
8	St. Patrick's College, Asaba	Secondary School	Private
9	Unique Foundation Nursery/Primary School, Asaba	Nursery and Primary school	Private
10	Essence Foundation School (primary/Nursery), Asaba.	Nursery and Primary school	Private
11	Tiphon International Model School	Nursery, Primary and Secondary School	Private
12	Madonna International College, Asaba	Secondary School	Private
13	Bright future international school	Nursery, Primary and Secondary School	Private
14	MasterCare International School, Asaba.	Nursery, Primary and Secondary School	Private
15	Dell International School, Asaba.	Secondary School	Private
16	Graceville International School, Asaba.	Nursery, Primary and Secondary School	Private
17	Cambridge International School, Asaba	Secondary School	Private
18	Cornerstone International College, Asaba.	Secondary School	Private
19	Rhemalisa International College, Asaba	Secondary School	Private
20	BornGreat Int'l Science School, Asaba.	Secondary School	Private
21	Marble Hill School, Asaba	Secondary School	Public
22	St. Brigids Girls' Grammar School	Secondary School	Public
23	Standard Life School, Asaba.	Nursery, Primary and Secondary School	Private
24	Rosebud Schools, Asaba.	Nursery, Primary and Secondary School	Private
25	Faith Academy, Asaba.	Secondary School	Private

## Findings and Discussion

**Table 2: Distribution of Respondents by Gender**



<b>Gender</b>	<b>Freq.</b>	<b>%</b>
Male	67	57
Female	51	43
<b>Total</b>	<b>118</b>	<b>100</b>

Table 2 above shows that 67(57%) of the respondents are male while 51(43%) of them are female. This means that there are more male respondents than female in this study.

**Table 3: Distribution of Respondents by Age.**

<b>Age Class</b>	<b>Freq.</b>	<b>%</b>
25-34 years	43	36.4
35-44 years	51	43.2
45-54years	19	16.1
55 and above	5	4.2
<b>Total</b>	<b>46</b>	<b>100</b>

Table 3 shows that, 43(36.4%) of the respondents are within the age bracket of 25-34 years, 51(43.2%) of them are within the age bracket of 35-44 years, 19(16.1%) of them are within the age of 45-54 years while only 5 (4.2%) of the respondents are 55 years and above. This means that majority of the respondents are within the age bracket of 35-44 years of age.

**Table 4: Distribution of Respondents by Educational Qualification**

<b>Educational qualification</b>	<b>Freq.</b>	<b>%</b>
OND.	39	33
HND	51	43.2
B.Sc	23	19.4
M.Sc	5	4.2
Phd	--	--
<b>Total</b>	<b>46</b>	<b>100</b>

Table 4 shows that 39(33%) of the respondents are OND certificate holders, 51(43.2%) of them are HND certificate holders, 23(19.4%) of them are B.Sc certificate holders while only 5(4.2%) of the respondents are M.Sc certificate holders with none of the respondents having Phd certificate. This means that majority of the primary and secondary school teachers in Asaba, the state capital of Delta State, Nigeria are HND certificate holders.

**Table 5: Status of the library materials available in school libraries in Asaba, Delta State, Nigeria**

What is the status of the library materials available in School libraries in Asaba?

<b>S/N</b>	<b>Library Materials</b>	<b>Status of the Information materials and other library facilities</b>
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	<b>(Books)</b>						
	<b>Library Books</b>	<b>Available/recent and sufficient</b>	<b>%</b>	<b>Available but outdated and insufficient.</b>	<b>%</b>	<b>Not available</b>	<b>%</b>
1	Science Textbooks	35	29.7	83	70.3	--	--
2	Arts Textbooks	39	33	79	67	--	--
3	Business and commercial Textbooks	56	47	62	53	--	--
4	Vocational subjects Texts	23	19	95	81	--	--
5	English Dictionaries and other Reference Books	22	18.6	96	81.3	--	--
6	Daily newspaper	89	75	29	25	--	--
7	Magazines	23	19	95	81	--	--

Table 5 reveal that 35(29.7%) of the respondents agreed that science textbooks are available, recent and sufficient in their school library, 83(70.3%) of them indicated that science textbooks are available but outdated and insufficient while none admitted that science textbooks are not available. When queried about Arts textbooks, 39(33%) of them indicated that they are available, recent and sufficient while majority 79(67%) of them stated that they are available but outdated and insufficient with none of them indicating that they are not available. On business and commercial textbooks, 56(47%) of the respondents indicated that they are available, recent and sufficient while 62(53%) of them indicated that they are available but outdated and insufficient while none of the respondent indicated not available. when queried on vocational subject texts, 23(19%) agreed that they are available, recent and sufficient while majority 95(81%) admitted that they are available but outdated and insufficient and none of them indicated non availability of vocational subject texts.

On English dictionaries and other reference books, only 22(18.6%) of them agreed that they are available, recent and sufficient, 96(81.3%) indicated that they are available but outdated and insufficient while none indicated not available. On daily newspaper and magazines, 89(75%) and 23(19%) of them indicated available, recent and sufficient respectively while 29(25%) and 95(81%) of them indicated that they are available but outdated and insufficient respectively while none of the respondents indicating that daily newspaper and magazines are not available. This means that science textbooks, arts textbooks, business and commercial textbooks, vocational subject texts, English dictionaries and other reference

books and magazines are available but outdated and insufficient in school libraries in Asaba, Delta State. However, daily newspapers are available, recent and sufficient.

**Table 6: Status of Furniture and other Gadgets Available for use by the students in School Libraries in Asaba, Delta State, Nigeria**

What is the status of the furniture and other gadgets available for use by students in school libraries in Asaba?

S/N	Library furniture and Gadgets Facilities	Available and sufficient	%	Available but insufficient.	%	Not available	%
1	Reading Tables	118	100	--	--	--	--
2	Reading chairs	118	100	--	--	--	--
3	Shelves	118	100	--	--	--	--
4	Fans	45	38	73	62	--	--
5	Air conditional	--	--	15	12.7	103	87.2
6	Display racks	23	19	95	81	--	--

Table 6 shows that, all the respondents 118(100%) indicated that reading tables, reading chairs and shelves are available and sufficient while none of them indicated that they are available but insufficient and not available. 45(38%) indicated that fans are available and sufficient while 73(62%) of them indicated that fans are available but insufficient with none of them indicating that fans are not available. None of the respondents indicated that air conditions are available and sufficient while 15(12.7%) indicated that they are available but insufficient while majority 103(87.2%) of the respondents indicated that air conditionals are not available in their school library. When asked about display racks, 23(19%) of the respondents indicated that they are available and sufficient while 95(81%) of the respondents indicated that they are available but insufficient and none of the respondents indicated that display racks are not available. This means that, reading tables, reading chairs and shelves are available and sufficient, fans and display racks are available but insufficient and air conditionals are not available in school libraries in Asaba, Delta State, Nigeria.

**Table 7: Academic Qualification of the Manpower Available in School Libraries in Asaba, Delta State, Nigeria.**

What is the status of the furniture and other gadgets available for use by students in school libraries in Asaba?

S/N	Academic qualification of the staff working in the library	Freq	%
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CD ROMs	--	--	--	--	15	13	103	87
Internet Access	--	--	--	--	--	--	118	100
Projectors	--	--	--	--	--	--	118	100
Digital interactive whiteboards	--	--	--	--	--	--	118	100
Printers	--	--	--	--	--	--	118	100
Photocopiers	--	--	-	--	21	18	97	82
Scanners	--	--	--	--	--	--	118	100
OPAC	--	--	--	--	--	--	118	100

Table 8 show that none of the respondents indicated that their school library has adopted table computers to a very high extent and high extent respectively, However 12(10%) of the respondents admitted that table computers have been adopted to a low extent in their school library while 106(90%) representing majority of the respondents indicated that table computers adoption in their school library is to a very low extent. Also, none of the respondents indicated that their school library has adopted CD ROMs to a very high extent and high extent respectively, while only 15 (13%) of them indicated that the extent of the adoption of CD ROMs in their school is low and majority 103(87%) of the respondents indicated that that the extent of the adoption of CD ROMs in their school is very low. In the same vein, none of the respondents indicated that their school library has adopted photocopiers to a very high extent and high extent respectively, as only 21(18%) of the respondents indicated that the adoption of photocopier in their school library is to a low extent while majority 97(82%) of the respondents indicated that that the extent of the adoption of photocopier in their school library is very low. However, 118(100%) representing all the respondents unanimously indicated that the extent of the adoption laptop computers, Internet access, projectors, digital interactive whiteboards, printers, scanners and Online Public Access Catalogue (OPAC) in their school is very low. This means that the extent of the adoption of ICT facilities such as table computers, laptop computers, CD ROMs, Internet access, projectors, digital interactive whiteboards, printers, photocopiers, scanners and OPAC in school libraries in Asaba is very low.

### Summary of Key Findings of the Study

Based on the data collected and analyzed for this study, the following are the major findings:

1. On the demographic characteristics of the respondents, this study clearly reveal that 67(57%) of the respondents are male while 51(43%) of them are female. This means that there are more male respondents than female in this study. Also, majority of the respondents (school teachers) in this study are within the age bracket of 35-44 years of age. This study clearly shows that majority of

the primary and secondary school teachers in Asaba, the state capital of Delta State, Nigeria are HND certificate holders.

2. This study clearly reveal that information bearing materials such as science textbooks, arts textbooks, business and commercial textbooks, vocational subject texts, English dictionaries and other reference books and magazines are available but outdated and insufficient in school libraries in Asaba, Delta State. However, daily newspapers are available, recent and sufficient. This finding is in agreement with Oman and Urhiewhu (2016) who found that the availability and utilization of library resources in secondary schools in Taraba State, Nigeria is very poor as the information resources are not available in the right quantity and quality leading to poor utilization of the information resources. To further corroborate this finding, Lawal-Solarin (2016) found that the state of the available library resources for both students and teachers in school libraries visited at Ado-Odo, LGA Ogun State, Nigeria are not being satisfactory for teaching and learning.
3. This study shows vividly that, reading tables, reading chairs and shelves are available and sufficient, fans and display racks are available but insufficient and air conditionals are not available in school libraries in Asaba, Delta State, Nigeria. This finding concur with that of Adeoti-Adeleke (2000) who found that reasons for poor utilization of library resources include lack of adequate furniture and other library gadgets such as chairs, shelves tables, fans etc.
4. This study shows clearly that only a few of the staff of school libraries in Asaba, Delta State, Nigeria are qualified library personnel (librarians) while majority of the staff working in school libraries in Asaba are not professional library staff signifying that the quality of manpower in school libraries in Asaba, Delta State, Nigeria is very poor. This finding is in line with that of Lawal-Solarin (2016) who found that among the human resources available in the six secondary school libraries at Ado-Odo/Ota local government; only one secondary school library is manned by one professional librarian while the other libraries have Para-Professionals and non-professional staff as the head of their library. To further corroborate this finding, Zaid (2003) in her study of library development in selected private secondary schools in Lagos State found that staffing in some of the selected school libraries is unsatisfactory.
5. This study has established that the extent of the adoption of ICT facilities such as table computers, laptop computers, CD ROMs, Internet access, projectors, digital interactive whiteboards, printers, photocopiers, scanners and OPAC in school libraries in Asaba, Delta State Nigeria is very low. The findings of this study is in line with the study of Fayose (2002) as cited by Oman and Urhiewhu (2016) observed that due to lack of funds most schools are unable to procure modern library resources such as computer, records and record players, TV and video tape recordings etc.

## **Conclusion and Recommendation**

From the study it is clear that information bearing materials such as science textbooks, arts textbooks, business and commercial textbooks, vocational subject texts, English dictionaries and other reference books and magazines that are available in school libraries in Asaba, Delta State, Nigeria are outdated. Also, reading tables, reading chairs and shelves are available and sufficient, fans and display racks are available but insufficient and air conditionals are not available in school libraries in Asaba, Delta State, Nigeria. It can also be concluded from this study the quality of man power manning school libraries in Asaba, Delta State is very poor as many of the library personnel are not professionals in the field of librarianship, hence not qualified to practice in school libraries. It is also quite safe to believe from this study that the extent and level of adoption of ICT facilities such as table computers, laptop computers, CD ROMs, Internet access, projectors, digital interactive whiteboards, printers, photocopiers, scanners and OPAC in school libraries in Asaba, Delta State Nigeria is very low. In view of the foregoing, the following recommendations were made:

1. The management of school libraries should as a matter of urgency priorities the acquisition of current textbook on all subject areas for the consumption of their staff and students.
2. The government, NGOs and other wealthy individual in Asaba should try and equip the school libraries in Asaba with the necessary information bearing materials and other facilities such as tables, chairs, fans etc. so as to allow for easy usage of the resources of school libraries.
3. The government and management of school libraries in Asaba should endeavor to provide for good ventilation such as functioning fans and air conditionals in school libraries. This is to ensure that the resources of the library are not destroyed by moist caused by excessive heat.
4. The government and school library management in Asaba should endeavor to employ qualified staff (librarians) to work in their school libraries. This is to allow for quality, timely and effective service delivery in school libraries and will also guarantee the proper care and safety of the information resources available in school libraries.
5. School library management should endeavor to acquire and adopt the use of ICT facilities in their school libraries as this will help to introduce their student to the use of computers and other ICT facilities and will help to boost the image of the library.

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